DOCUMENT RESUME

ED 205 589	TM 810 482
TITLE	Reading/Literature Released Exercise Set, 1979-80 Assessment. Supplement.
INSTITUTION	Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS AGENCY	National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
REPORT NO	ISBN-0-89398-222-9; NAEP-11-RL-26
PUB DATE	Apr 81
CONTRACT	OEC-0-74-0506
GRANT	NIE-G-80-0003
NOTE	471p.
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Critical Reading; Elementary Secondary Education; *Reading Comprehension; *Scoring; *Student Writing Models; Test Format; Test Norms; Writing (Composition); *Writing Exercises
IDENTIFIERS	*National Assessment of Educational Progress; Second Literature Third Reading Assessment (1980)

ABSTRACT

Intended as a supplement to the Reading/Literature Released Exercise Set, 1979-80 Assessment, this collection exemplifies students' written responses to thirteen open-ended exercises. Each exercise, its objectives, subobjectives, administration guidelines, and national performance levels on the exercise, are documented. Detailed, age specific scoring rationales and guidelines are given for each exercise. One exercise may require very specific responses such as the identification and substantiation of character traits, whereas another might require any of a number of responses. In the instance of latter, guidelines are given for identification of the relevance of the response for classification of the response type, for example: the student may retell the passage; his response may be emotional, personal, egocentric, analytical, comparative or evaluative; he may generalize; or he may make inferences. (AEF) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Respondent Examples) (Exercise Level).

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SUPPLEMENT

READING/LITERATURE RELEASED EXERCISE SET, 1979-80 ASSESSMENT

No. 11-RL-26

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TM 810 482

READING/LITERATURE RELEASED EXERCISE SET,
1979-80 ASSESSMENT

Supplement

No. 11-RL-26

by the
National Assessment of Educational Progress

Education Commission of the States
Suite 700, 1860 Lincoln Street
Denver, Colorado 80295

April 1981

The National Assessment of Educational Progress is funded by the National Institute of Education. It is under contract with the Education Commission of the States. It is the policy of the Education Commission of the States to take affirmative action to prevent discrimination in its policies, programs and employment practices.

ISBN 0-89398-222-9

The National Assessment of Educational Progress is an education research project mandated by Congress to collect and report data, over time, on the performance of young Americans in various learning areas. National Assessment makes available information on assessment procedures and materials to state and local education agencies and others.

The work upon which this publication is based was performed pursuant to Contract No. OEC-0-74-0506 of the National Center for Education Statistics and the National Institute of Education; also, Grant No. NIE-G-80-0003 of the National Institute of Education. It does not, however, necessarily reflect the views of those agencies.

This supplement to the 1979-80 Reading/Literature Released Exercise Set (no. 11-RL-25) contains only copies of the passages for all 1979-80 released open-ended (responding to written works) items, including documentation pages, scoring guides and numerous sample responses illustrative of the various score points listed on the scoring guides. All other released exercises and documentation for the 1979-80 reading/literature assessment may be found in the primary volume mentioned above.

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H-401000-B1B-2,3*

Read the story below and then answer the questions on the next two pages.

Somebody's Son

He sat, washed up on the side of the highway, a slim, sunbeaten driftwood of a youth. He was hunched on his strapped-together suitcase, chin on hands, elbows on knees, staring down the road. Not a car was in sight. Except for him, the dead, still Dakota plains were empty.

Now he was eager to write that letter he had kept putting off. Somehow, writing it would be almost like having company.

He unstrapped his suitcase and fished out a small unopened package of stationery from the pocket on the underside of the lid. Sitting down in the gravel of the roadside, he closed the suitcase and used it as a desk.

> Dear Mom,
>
> If Dad will permit, I would like to come home. I know there's little chance he will. I'm not going to kid myself. I remember he said once if I ever ran off I might as well keep on going.
>
> All I can say is that I felt leaving home was something I had to do. Before even considering college, I wanted to find out more about life and about me and the best way for us (life and me) to live with each other. Please tell Dad—and I guess this'll make him sore all over again—I'm still not certain that college is the answer for me. I think I'd like to work for a time and think it over.
>
> You won't be able to reach me by mail, because I'm not sure where I'll be next. But in a few days I hope to be passing by our place. If there's any chance Dad will have me back, please ask him to tie a white cloth to the apple tree in the south pasture—you know the one, the Grimes Golden beside the tracks. I'll be going by on the train. If there's no cloth on the tree I'll just quietly, and without any hard feelings toward Dad—I mean that—keep on going.
>
> Love,
> *David*

PLEASE CONTINUE ON THE NEXT PAGE

7

H-401000-B1B-2,3*
(Continued)

D. Think about the story again. What kind of person is David? Describe David in a few words on the line below.

____

E. What was it about the story that led you to describe David the way you did in Question D? Write your answer on the lines below.

____

____

____

____

____

____

____

____

____

____

____

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO.

NAEP No.:	H-401000-B1B-23 *		
Exercise Type:	Parts A,B,C - Multiple Choice Parts D,E - Open Ended		
Passage Type:	Literary / Other Prose		
1979-80 Objective:	Parts A,B,C - Comprehends written works Part D,E - Responds to written works in interpretive and evaluative ways		
1979-80 Subobjective:	Parts A,E - Comprehends words and lexical relationships Part C - Comprehends textual relationships Part D,E - Extends understanding of written works through interpretation		
NAEP Scoring:	Parts A,B,C - Machine Scored Parts D,E - Hand Scored		
Ages		13	17
National Results:	02* A	91.16	96.62
	01* B	94.73	97.53
	01* C	61.69	78.71
	00 D	5.25	2.30
	01 D	21.65	13.64
	03 D	45.58	42.43
	05* D	26.99	41.40
	07 D	.04	.09
	08 D	.02	.00
	09 D	.47	.15
	01 EC	72.57	83.77
	01 EF	.02	.13
	01 ESR	3.78	5.99
	00 EN	5.25	2.30
	01 EN	45.67	42.43
	02 EN	21.27	30.15
	03 EN	5.31	9.86
	04 EN	.44	1.17
	05 EN	.00	.22
	08 EN	22.07	13.87
1979-80 Package Exercise:		1003	1006
Total Time in Seconds:		0350	0319

* The range of response percentage values listed for the open-ended portion of this exercise represent both acceptable responses, which are marked with an asterisk (*), and unacceptable responses (all others). In addition, the score points marked with the second alphabetic codes (C,F,SR or N) refer back to the second and third categorizations on the scoring guide. C=content, F=form, SR=subjective reaction, and N=number of pieces of evidence. For convenience, score points 1 and 2 have been combined into 1, and score points 4 and 5 have been combined into 5*. For exercises without a score point 1 on the scoring guide, the percentage value for score point 1 on the documentation page consists of responses from score point 2 only.

SCORING GUIDE--RESPONDING TO LITERATURE
EXPLAINING RESPONSES TO LITERATURE

Inferencing--Character
"Somebody's Son"
H-401000-B1B-2,3
Age 13, Package 10, Exercise 3
Age 17, Package 10, Exercise 6

General Scoring Rationale: Since the responding to literature objective was formulated to address "deliberate, conscious kinds of interpretation," a successful response not only should identify a character trait appropriate to David but also should explain the given interpretation by relating it to the text. Evidence can be given by citing specific events in the text or special aspects of the construction of the text.

NOTE: Rating should, in general, be done by taking the entire student response into consideration without regard to what is actually written in the space provided for the first part and for the second part of the response. If reasons (substantial) are given in the first part they are valid. The same is true for character traits identified in the second part. Caution should, however, be used, as this often leads to a tendency to rewrite the responses. Categorizations should reflect, as closely as possible, what respondents actually wrote.

Scoring Guide Categories:

I. First Categorization--Identification and substantiation of character traits. This takes into account both open-ended parts.

1 = Unable to identify character traits. Respondents do not do the task. They refer to the text, but do not answer even the first question.

A. Only an opinion about the action of the character is offered, such as: "David shouldn't have left home."

B. Some material is quoted from the text with no clear identification of character (including quoting title).

C. The identification and substantiation of character seem unrelated to the text.

D. An observation about the story is made, for example: "The title is misleading."

2 = Character trait identified without substantiation. Respondents name something but cannot go on. They identify a character trait(s) but do not substantiate the choice(s) with evidence from the text. Responses tend to provide: 1) circular evidence, 2) a copy or close paraphrase of the text, 3) vague reasons, or 4) only a subjective reaction as substantiation.

3 = Character trait identified and substantiated with minimal evidence. Respondents identify a character trait(s) and substantiate their choice(s) with only one reason or piece of evidence related to the text.

A. Reason can be directly related to the text, for example: "Nice, he wants to come home."

B. Reason can be inferred from the text.

C. Reason can be inaccurate, if it is related to the text, for example: "Smart, since he finally decided to go to college."

D. Reason can be based on personal experience that is related to the text.

E. Reason can be unusual, such as: "Sunburned from sitting out on the road," or "Lost, out in the road with no one around for miles."

F. Reason can refer to (but not retell) specific places in the text, for example: "The letter" is not specific enough. Also, referring to the place where specific adjectives were quoted from is merely a circular reason.

4 = Character trait identified and substantiated. Respondents identify character trait(s) and substantiate their choice(s) with at least two reasons or pieces of evidence related to the

text. However, the evidence may be presented in an ambiguous fashion or be of the types described in 3C-3F. Reasons must be distinct--not instances of the same reason such as: "It had sad parts not any happy parts." This is a restatement of the same reason. Other instances of single reasons are when it takes two bits of information to make a single point, for example: (wanted to think things over) "He said he wanted to come home, but he didn't think he was ready for college."

5 = Character trait identified and substantiated in a coherent fashion. Respondents identify character trait(s) and substantiate their choice(s) with at least two reasons or pieces of evidence clearly related to the text--directly related or can be readily inferred. The reasons are presented logically and coherently.

NOTE: The following types of papers were classified as indicated and received no further scoring:

0 = No response.

7 = Illegible or illiterate.

8 = Totally off task.

9 = "I don't know."

II. Second Categorization--The source of the evidence. Code presence or absence for each of the following:

1 = Content. The evidence is based on the content of the text.

2 = Form. The evidence is based on the language, style or construction of the text.

3 = Subjective reactions. These are responses that judge the worth of all or part of the text, such as: "It was interesting" or "It was monotonous." Personal opinions about the actions of the characters are stated, such as: "David should not have run away" or references to the moral of the story or general philosophical statements are made.

NOTE: Content and form can be present only if primary categorization is a "3" through "5"; subjective reactions can be present in papers categorized "2" through "5."

III. Third Categorization--A count of the number of reasons or pieces of evidence. Categorization for the count of details is as follows: (1), (2), (3), (4), (5), (6), (7 or more). NOTE: This count only applies to papers with primary categorization of "3" through "5"; subjective reactions should not be counted as reasons or evidence.

Age 13

Score Point 2

He sounds like a very kind and consitent young man

****

someone who wants to find himself

How he said "I wanted to find out more about life and about me."

****

he was a good boy because How he wrote that letter

****

uncertain want to see life
He wantes to leave home and not go tocollege. He wanted to do what hewanted and not his parents

Age 13

Score Point 3

He is a person with a mind of his own.

Because if David wanted to think about wether he wanted to go to college or not and his father said he has to go then David has a mind of his own because he's deciding if he wants to go, not his father. He feels that when he's 18 he can decide for himself.

* * * * * * *

normal

cause he is probably like any other person who doesnt want to go to college and his parents are pressuring him to go.

Age 13

Score Point 3 *(Cont.)*

a boy that doesn't Know what he wants to do

Because he wrote that letter home and asked if he could Come home. And he sorta didn't Know if he wanted to go home or not.

* * * * * * * *

Sort of a kind person, and then again a little bit smarty

The way he ran of, if he and his father had any problems, they could try to talk it over. But again, his father might not have listened.

Age 13

Score Point 4

crazy

Because he left home because
is father wanted him to go to collage.

* * * * * * *

He does what he wants.
Because he ran away to see what
the world was like. He did what he
wanted to do. He didn't listen to his
parents he didn't want to go to college.

* * * * * * *

Thoughtful, dissapointing
Hes thoughtful in a way
because he wrote them a letter,
but hes also dissapointing
to his parents because he
ran away from home.

Age 13

Score Point 4 *(Cont.)*

David was undecided; confused he didnt know what he had wanted to do.

The things he wrote about going to college. It seemed to me David was still lost and didn't know what he really wanted to do with life. He seemed to be feeling lost and sad.

He is a person That wants to make sure the things he is doing is right

He said he wanted to know more about life so he went out on his own for awhile to really know whats going on in this world. Now he knows and wanted to go home if his dad gave his approval.

****

A person who is trying to enjoy life while he still can.

He wanted to live and enjoy life while he was still young and able to do it. He wasn't exactly ready for the responsibilities of college or becoming an adult. He wanted to do a lot of things he would not be able to do after he had graduated from college, and settled down with an occupation.

A young man that does not have many good feelings tward his father. He has his own ideas.

All through the story he was disagreeing about his father. I think this is the reason he ran away He also did not change his feelings easily He kept the same idea of not going to college even after he ran away. and was going to come back. I would say he was quite stubborn also.

****

A mixed up person.

He wanted to go and find out what life was like yet he wanted to go back home. He also didn't know if he wanted to go to college or stay home and find a job. His father not understanding made him even more mixed up.

Age 13

Content

tall, kind, helpful

I thought he was tall when the story talked about his knees and elbows. He was kind to write to his mother. He seemed helpful when he said he would work a while before going to college.

****

He is a boy who is uncertain about what to do and by writing the letter his parents will understand and help him

He ranaway, but all he really wants is for his parents to understand him, and by writing the letter he proved he needs his parents.

Age 13

Content (Cont.)

thoughtless, concerned, lonely, careful

David ran away so he must have been pretty thoughtless not to know he couldn't make it on his own. By writing the letter home it shows he is concerned about his parents feelings and also that he is lonely. By telling his mom to tell his dad to put the White Cloth on the tree, he is showing carefulness.

Age 13

Content *(Cont.)*

He is independent and likes to travel.

He can't be reached by mail because hes always on the go. He was going to travel by train to his house to see if he was wanted because he had ran off all by himself. He also doesn't know where he'll be next and he wanted to find out for himself what life was about.

Age 13

Subjective Reactions

A persen who kind of wants his own ways.

The way that he decribing hisself he wanted to do as if he felt but he got flustred and flew off the block and got mad and left home. So him and his father was to of the same kind of people.

* * * * * * *

A mixed up youth.

David ran away From home because he had mixed Feelings about collage he didn't Know exactly what he wanted. So by the author writing the story the way he did it described David as most teenagers are today.

Age 13

Subjective Reactions *(Cont.)*

David is right because every person should do what he or she wants

When he was writing about college he didn't even know if he wanted to go to college and his father said that he was going. It should be up to David to decide if he wants to go to college.

* * * * * * * *

Learns from his mistakes

I think he wanted to come home in a way but still wanted to be free from his parents. I think he will go home and apologize to his parents.

Age 17

Score Point 2

he whants to find out what is right for him

* * * * * * *

I think he's an easygoing and careful guy.

* * * * * * *

UNSURE OF WHAT HE WANTS TO DO

I WANT TO FIND OUT MORE ABOUT ME AND LIFE

* * * * * * *

He a pretty nice young man Trying to make a decision

Age 17

Score Point 3

Scared

He is scared that his father might not let him come back home

* * * * * * *

a confused youngman

After David ran away, he decided that running away wasn't for him. Now he wants to return home

* * * * * * *

A BOY WHO WANTS to EXPERIENCE LIFE BEFORE HE CLOSES HIS OPTIONS

OBVIOUSLY, DAVID WANTED to GET OUT ON HIS OWN AND SEE THE WORLD FOR HIMSELF. I FEEL THAT HE JUST WANTED to LIVE INDEPENDANTLY.

Age 17

Score Point 3 *(Cont.)*

Someone who can't make his mind up. Because he said he had to leave & then he wanted to think about going to college. And then he wrote a letter wanted to come home again. He don't no want he wants.

Age 17

Score Point 4

He's lost and confused about himself He said he left to figure himself out - and about college. He wants to come home but he knows his father doesn't approve of his running away. He's all confused right now - he wants to come home but also be independent of his own decisions. He's caught in between everything.

****

A person who doesn't know what he wants

He left home because he didn't know if college was best for him. Even after taking this trip he still doesn't know if college is what he wants; he only knows that he wants to go home.

Age 17

Score Point 4 *(Cont.)*

considerate, lonely,

He was considerate when he wrote to his parents, so they know he is still alive. I think he's lonely because he says there is nobody around and writing a letter is like haveing company

****

independent, self-confident

He was unsure about his future, so he felt that he had to get away to decide what he needed to do. Although he was unsure of his future, he was confident in himself. He trusted his own judgment that he needed to get away.

Age 17

Score Point 5

thoughtful, understanding, caring, not too smart

He's thoughtful and caring because he wrote and let his parents know he was safe. He's understanding because he's willing to do whatever his falther decides upon and not have bad feelings. He's not too smart because he shouldn't have run away from home in the first place!

Confused, with noone to turnto

He left home because he felt that he had to leave to find out about the world. But he wasn't really ready to leave home at that time, therefore he has become lonely and he is slowly learning out about life the hard way. He is still uncertain about what he should do with his future and he needs a parental figure.

Age 17

Score Point 5 *(Cont.)*

David seems to be a very caring, understanding but confused person

In the story he said that he left home to find out about himself and life (whether to go to college or work etc.) This led me to believe that he is confused. He cares deeply about his parents or else he wouldn't have written and he wouldn't have signed love David. He also says that he will understand if his father doesn't want him back.

Age 17

Score Point 5 *(Cont.)*

He is strong-willed and confident.

He is strong-willed because he did what he thought he had to do (leave home.) despite opposition from his father. He is confident in himself and his ideas because he is going to carry them through, even if his father cannot accept it.

Age 17

Content

He's like a hobo
The way he dresses, he didn't have a
job. He roamed from city to city

* * * * * * *

Someone who wants to get his life together.
I thought David was that way
because he said that
he wasn't really sure of
what he wanted to do with
his life, but he was searching
for the answer. He wanted to
have the life that was right
for him, not the kind of life
his dad would like.

Care-free ; Considerate

David seems to be considerate of his mothers' feelings because he takes the time to write her a letter. He also seems to want to make-up with his father for their misunderstandings. David seems care-free because he left home to better experience life.

****

uncertain, confused, lonely

David was uncertain about going to college. He didn't know if it was the right thing for him to do. He needed some time to be on his own, to find himself. Yet, he was lonely and he needed encouragement and understanding from his parents

Age 17

Subjective Reactions

He really doesn't Know what he wants to do.

He hasn't decided if he wants to go to college or not. He wanted to get away and find himself. He realized running away wasn't the answer. Its a hard decision what you want to do after you leave highschool. He wants to have time to think about it and I think he should make the decision not his father.

....

He an alright kid.

He trying to find himself and I think that is the best way to do it.

a person Who should know Himself better was when He said he had to get to know Himself better, He should Have before He Ran, because Running don't help him think about himself, just thinks about more Problems if his father don't tie the white Ribbin and if he don't, then what will He think about.

....

David is a normal person who in unsure of his future and he needs time to see whats right for him.

Growing up is pretty tuff. There are a lot of decisions to be made now that will affect ones future. David is unsure We are all unsure about certain things. He just needs time to decide.

H-402000-B1B-2,3*

Read the story below. Then write down your thoughts and feelings about the story on the lines provided on the next two pages. We are interested in what you have to say, not your spelling and punctuation. You will have 9 minutes to read the story and write your response.

Somebody's Son

He sat, washed up on the side of the highway, a slim, sunbeaten driftwood of a youth. He was hunched on his strapped-together suitcase, chin on hands, elbows on knees, staring down the road. Not a car was in sight. Except for him, the dead, still Dakota plains were empty.

Now he was eager to write that letter he had kept putting off. Somehow, writing it would be almost like having company.

He unstrapped his suitcase and fished out a small unopened package of stationery from the pocket on the underside of the lid. Sitting down in the gravel of the roadside, he closed the suitcase and used it as a desk.

Dear Mom,

If Dad will permit, I would like to come home. I know there's little chance he will. I'm not going to kid myself. I remember he said once if I ever ran off I might as well keep on going.

All I can say is that I felt leaving home was something I had to do. Before even considering college, I wanted to find out more about life and about me and the best way for us (life and me) to live with each other. Please tell Dad—and I guess this'll make him sore all over again—I'm still not certain that college is the answer for me. I think I'd like to work for a time and think it over.

You won't be able to reach me by mail, because I'm not sure where I'll be next. But in a few days I hope to be passing by our place. If there's any chance Dad will have me back, please ask him to tie a white cloth to the apple tree in the south pasture—you know the one, the Grimes Golden beside the tracks. I'll be going by on the train. If there's no cloth on the tree I'll just quietly, and without any hard feelings toward Dad—I mean that—keep on going.

Love,
David

PLEASE CONTINUE ON THE NEXT PAGE

H-402000-B1B-2,3*

(Continued)

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

H-402000-B1B-2,3*

(Continued)

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

NAEP No.:	H-402000-B1B-23 *			
Exercise Type:	Open Ended			
Passage Type:	Literary / Other Prose			
1979-80 Objective:	Responds to written works in interpretive and evaluative ways			
1979-80 Subobjective:	Applies personal experience or knowledge of other works or fields of study to written works			
NAEP Scoring:	Hand Scored			
Ages			13	17
National Results:	01	R	97.33	98.56
	00	P	1.67	.73
	01	P	3.89	1.11
	02	P	56.79	67.16
	03	P	3.47	1.16
	04	P	16.77	18.74
	05	P	5.10	3.06
	06	P	.19	.29
	07	P	.92	.67
	08	P	.29	.06
	09	P	9.92	6.04
	88	P	.99	.70
	10	P	.00	.06
	11	P	.00	.09
	12	P	.00	.13
	01	EG	5.05	1.58
	01	PR	73.98	81.98
	01	EM	21.02	17.61
	01	RT	42.43	48.60
	01	IN	29.10	23.43
	01	GN	1.23	1.28
	01	AN	4.68	4.42
	01	OW	4.10	1.82
	01	EV	22.70	19.20
	01	X	.00	.48
	01	Y	.00	.54
	01	Z	.00	4.84
1979-80 Package Exercise:			0904	0904
Total Time in Seconds:			0558	0557

* The range of response codes for this exercise is quite broad, and the letter codes on this page tend to refer back to the corresponding codes on the scoring guide. Exceptions are the "R" code, which represents the total percentage of responses judged to be ratable, and the values associated with the "P" code, which indicate the frequency with which each of the numerous response categories was selected as being predominant.

SCORING GUIDE--RESPONDING TO LITERATURE

General Responding
"Somebody's Son"
H-402000-B1B-2,3
Age 13, Package 9, Exercise 4

General Scoring Rationale: There are several major ways to deepen understanding of a written work. Respondents can use awareness of emotional impact, personal experience and knowledge of other works to interpret, provide meaning, evaluate and analyze the text. A content analysis of the responses not only provides information about which internal resources respondents tend to draw upon to help their understanding of written works, but also the cognitive skills they choose to demonstrate when given an opportunity to respond freely. It is expected that the results may be highly text dependent. Also, the better responses should move beyond plot summary and retelling to provide meaning, evaluation and particularly analysis.

Scoring Guide Categories:

Descriptive information: Code each type as present or absent. Code one type as predominant.

EG = Egocentric. Responses are not text based, but are text relevant. Respondent writes a letter or story of his own or writes another story (or excerpts) that he has memorized. Other types of statements categorized here are: "I never read stories"; "I'm not good with stories"; or "I'm sorry to run out on you, I don't want to go to college, either."

PR = Personal. Respondent identifies with characters, makes judgments about actions of characters or gives advice, for example: "I might have done the same thing," "David shouldn't have left home," "His father should take him back," "Hopefully his father will tie the cloth on the tree," or statements, such as: "I like stories like that" or "This is not my kind of story."

EM = Emotional. Respondent attributes emotions to the text or makes a direct statement of emotion, for example: "The story was sad," "It's touching," "It had a funny feeling," "It was very dramatic," or "I felt sorry for the boy."

RT = Retelling. Respondent summarizes or paraphrases the story (or parts of it) using specific words from the story. Respondent gives a synopsis, overview or brief description of the story or part(s) of it. (Disregard inaccuracies.)

IN = Inferencing. Respondent goes beyond the text and provides motivations for characters, for example: "David learned a lesson," "David's parents needed him to help pay the bills," or "David feels that his father doesn't love him."

GN = Generalization. Respondent attributes meanings to the story, for example: "Go out and try new things," "It shows that people have feelings that can be hurt and people are the ones that hurt each other," or "Everyone knows you can't run away from your problems."

AN = Analysis. Respondent discusses the language and/or structure of the story, for example: "It could have more details and not so many long words," "I didn't see any misspelled words," "It wasn't long enough," or "The author uses imaginative language."

OW = Other works. Respondent classifies the work as to genre or type and compares the story to other works or art forms, such as: "It's not like a story I've seen before," or "I think it's a good soap opera."

EV = Evaluation. Respondent judges the worth of the work, for example: "It was stupid," "I don't like it," "I didn't understand it," "It doesn't make sense," "It is nicely written," "It was not exciting or sad," "It has no meaning," or "It is imaginative."

NOTE: In addition to the papers which were considered rateable (1 = rateable) and which were analyzed using the categories described above, some papers were not considered rateable, and these were placed in one of the following classifications:

0 = No response.

2 = Nonrateable. Copies or circular.

7 = Illegible, illiterate.

8 = Totally off task.

9 = "I don't know."

Age 13

Score Point EG (Egocentric)

This story was pretty good. Right now I'm in a real good mood and I can't relate to it as much as if I was in a bad mood.

It saddens me much when I read a story like this because people just can't get along because they don't have that love. When I read this story I started thinking about church and how beatiful the alter is and the stained glass window and everything, but none of it is more beatiful than all the love that the people inside of it share. It's awful to think of such horrible thing like parents doing that to their children, even though I know you cant run away from it It's all around.

I liked the story but the guy shouldn't have run off in the first place! (Unless he had to like he said.)

There's been times that I've wanted to leave because of family situations but I just try to ignore those kind of feelings! Realy running away doesn't help matters unless you know were your going and you know thers somebody there that can help and support you.

That story was good and I realy liked it.

Age 13

Score Point EG *(Cont.)*

It would be very hard for
me to keep on going, because i
love you Too so very much. I
hope you'll be praying for
me, that dad will let me
in I'm so sorry that i ran
away, i know that i broke
bothe of your's hearts, please
forgive me.

Love Very Much

David

a few days later the
train went by with David in it
He looked at the tree - there he
saw a white ribbon. so David
was so happy he stopped at the
train sesion & got off and
took a taxi home.

When he got home his
mom + dad had a large
supper ready. He was sure
glad to be home

The
End.

Age 13

Score Point PR (Personal)

I liked the story. It was very sad and descriptive. I think those kind of stories are good for Children as well as adults. They show, in a way that a person can change his or hers thoughts and like to have other people accept that fact, but in this case it did not seem so.

I don't think, though, that the father should have been so harsh on his son, maybe his only one. Parents should care enough about their children to listen and appreciate what they have to say and sometimes let the Children go and do what they want to do with their lives. But, also the parents should still care. Even if the child made a few mistakes, should that change their parents feelings for them, no it should not. If I were the father I would let my son come back and be waiting with open arms to show my love for them.

Age 13

Score Point PR *(Cont.)*

The father in this story must not
love his son very much. The boy
seems to be desperately trying to
find himself and the father won't
let him. The father, and the whole
family should try to help their boy
instead of deny him his right.
Every person that age needs time
by themselves to find out what
makes them work. After all he's going
to be on his own and he won't
have Mom & Dad to hangonto.
I think the boy did the right
thing and I surely hope he sees
a white cloth on the apple tree
'cause I believe he really wants
to go home.

Age 13

Score Point PR *(Cont.)*

I feel that the story is very factual It's something that happens often. I feel that David doesn't really know where to place himself. He doesn't want collage he's scared because his dad is pushing him.

I think that its touching and it sort of gets a point across that leaving home isn't all that easy. Also that you should know what your doing and where you're going, before attempting anything like this.

I think that maybe he feels if he goes home he'll be crushed by his father. I also think now that he's come to his senses his father should forgive him. If he admits his dad was right.

He's learned his lesson now you

(Continued)

Age 13

Score Point PR *(Cont.)*

have to love him so he doesn't Make other dumb mistakes.

I think he was having problems with his dad and thats why he left in the first place to get away and rest.

****

I think the father should let him come back and, see how good they can do together. I would have a better way to reach him then tieing a cloth to an apple tree. Someone could rip off the cloth and then he would never know if his father wanted him back.

Age 13

Score Point EM (Emotional)

Sad, typical of a youngboy. It shows true feelings. A really good story - It makes a person think, really think about the situation.

****

I think think it is in a way sad, but he was not to smart to leave home.

****

I feel sorry for the boy because his dad dosen't want him to come home. His dad kind of disowned him. That's not right for his dad to do that. If he doesn't want to go to college right now I don't make him. Maybe later he will.

Age 13

Score Point EM *(Cont.)*

I think this was a very touching letter yet it makes me want to know whats going to happen next it makes me feel like everyone who thinks of running away is just being stupid And that people don't know enough about life to run from all your troubles. it makes me ask myself "What brings" him to run off, is it his hate for college or what?, so this is a very sad paragraph.

Age 13

Score Point RT (Retelling)

He was a young boy not knowing what he wanted out of life. His family was probably trying to get him to go to college and just couldn't stand the pressure any longer.

He thought he'd go away for a short time and think about what he wanted to do what kind of things he wanted to do (in a job) and where he was going to live.

He was lonely & needed a friend So, he wrote a letter with not a whole lot in it, to his mother and he told her he would like to come home if his Dad wouldn't care.

So I think he should have told her where he was at least And I think his parents were the kind that put a lot of pressure on their children.

Age 13

Score Point RT *(Cont.)*

A boy has run away and is figuring out that life is tough and wants to come home. He is trying to hitch a ride but there are no cars. He writes a letter to his mother and asks if he come come home. The only problem is his father might not let him because he doesn't want to go to collage. The boy fells very lonely and wants to be cared for, safe and secure. He asks his mother to tie a white cloth on a tree is his father will allow his return. He can see it by riding by on a train and if there isn't one he will keep on going and forget about. He will hold no grudge and never come back and lead his own life. He is in a tough situation and his future depends on if his father will let him come home or not.

Age 13

Score Point RT *(Cont.)*

I feel that the story got to the point and was very interesting. It didn't tell right at the beginning who 'he' was and didn't tell that he had ran-away from home But after a while you figured it out for yourself that he was either away on vacation alone or had run-away. Then it told you. It goes back before he left telling how his dad felt about him going to college. Then it tells why he ran away from home and it told how his dad felt about that. And at the end you know that his home is somewhere by railroad tracks because it says he'll be going by his place.

Age 13

Score Point RT *(Cont.)*

This boy, 17, has run away from home. After going many miles away, he began to want to go home. His father wanted him to go to college but he wanted to learn more about life and how he was going to get along. His father sounds like a bit of a tyrsant, but tries to get the best for his son. His mother seemed somewhat sympathetic.

David wanted to write the letter because it would get his emotions out and possibly let him sleep better.

Age 13

Score Point IN (Inferencing)

I think the boy is somebody with problems. You can tell he has feelings. It seems as if he thinks his dad doesn't like him. Its like he was being forced into college when he realley didn't want to go. You can tell his mother loved him very much because he was telling her all his thoughts & troubles - mat his dad. He's very serious about life & thinks a great deal about what is going to happen in the future. His dad is probably some-body who doesn't have any feelings. You can tell by

(Continued)

Age 13

Score Point IN *(Cont.)*

what the boy wrote about him. His mother sounds asif she has feelings + wants him back. The boy wants to go back but his father won't let him. One day, I think his Father will be sorry for what he did to his son. His mother probably already is.

Age 13

Score Point IN *(Cont.)*

I think that this kid David isn't sure of his life so he ran away and later realized that it didn't give him any answers so he wants to come home. I also think the mother would want him to come back home which is the reason why David is writing to her, while the father wouldn't want him to come back. David probably feels that deep in his heart the father really does want him to come back home. David is also probably was hungry and tired and realized that him running away didn't solve any of his problems.

Age 13

Score Point IN *(Cont.)*

I think the boy is trying to figure things out for him Self + his father is trying to set up a career for him. The boy doesn't want to hurt his father but must do something his own way. And for that reason he left. He will probably learn the hard way that he might be wrong. But if he sets his life that way, it might work out like that. He's also afraid to face his father or he would have asked himself intsead of having his mom ask.

Age 13

Score Point IN *(Cont.)*

David should be able to talk things out with his parents instead of running away from it all. There must be a lack of comunication between the family and family members. Anyways his father should do what he wants to regain the confidence of David so they would be able to talk things out with each other.

Age 13

Score Point GN (Generalization)

It shows what most people won't do - admit that they made a mistake.

....

I think that the boy feels lonely in someways, but he doesn't want to show it. he thinks that his mom & Dad won't want him back. It was a sad story because it seemed like the boy really didn't want to run away but he didn't know about college either.

I feel sorry for the boy in the story because his letter seems like he has no-one to care for him. Even though his dad has hard-feelings toward him he still loves his dad. I also liked the Story because it kind of points out that a lot of people (children) are lonely and need to be cared for. The boy needed company badly. He has no where to go.

I think that this story is saying that people do learn lessons in diffrent ways. It also says that this really could happen and you should think things out before you do something you might be sorry for later. I don't think it is the best way to see the world and find out about yourself. There are a lot of better ways you can do it. For instance this kid could have gone to college first and he might have learned something new and he wouldn't have to go out like he did.

* * * * * * *

I think the story symbolizes many of today's youth. Many parents force their children into doing things because the parents think it is the right thing. Many youths are not understood by their parents. The parents take it for granted that the fact that their children like the exact same things as they do. Unfortunately, often this is not the case Children often have much differate feelings.

Age 13

Score Point AN (Analysis)

I think it's a very good story and has a great meaning. It's very thoughtout and shows much detail. It gives you a very good idea of what is happening. It has a lot of modifiers which helps you to understand and have a very clear picture of the story. It has very good punctuation and I realley liked the story. It would make a very good book if the writer would go on to finish it. It has a great meaning because most kids who run away don't care for their parents or think their parents care about them. Most children who runaway doesn't want to come back home.

Age 13

Score Point AN *(Cont.)*

They want their peers to see how grown up & independent they are when they are very Childish.

****

I thought it really wasn't a story, because a story tells you what happened from the beginning and what happened at the end.

In this story it didn't really have a beginning, and for sure it didn't have an end, because it didn't tell if the dad approved or not.

I don't think it's a good example of a story.

it was very good. It would be a nice play. I would like to be in it if it was. I thought they told how running away really is. It's not fun. And the dad should let him stay and help him. Apparently he was closer to his mom cause he was writing to her. And besides him and his dad had a conflict. But the story was really great. I'd like to read the whole story. Because it tells everything straight out, As beaten

(Continued)

Age 13

Score Point AN *(Cont.)*

around the bush. It gave some details but not too many, Some stories, the whole book is details. It gives you an idea where everything is Then starts the story. It also gave essential details. Things that were important. You felt almost like you were there I felt sorry for the boy.

Just the few details it gave you let you know the boy was sorry, hot and tired.

I think the story was characteristic of many kids who are running away from home. They are afraid their parents will be mad at them. I think in most instances, the parents would be more than happy to have their kids back home. It is also good for the kid to get to learn something about himself and the outside world.

I thought the story was somewhat interesting, but it was too short to have any real thoughts about. I think it would be good for kids who are contemplating running away, because they could see the londiness and sadness involved in running away from your parents and homes.

Age 13

Score Point OW (Other Works)

That is a regular thing
people run away because they want
to be free. After they ran away
for a while, they understand what
life is about. They even have thing
like that on movie and Television
A person does not know how great
something is until they lost it.
Right now, they probly some
one just like they person in the story.
I does not care about it much
so I don't have much to say.

* * * * * * *

I think the story is a little bit of a
tear-jerker, but it poses an interesting problem.
Every kid has thoughts that dont coincide
with their parents at one time or another.
People dont always know what is best for
their children. The story itself is written
like a soap opera, though, and is not written
too well.

This story is something like I heard before. It was about a man who came from prison If his wife still wanted him she had to tie a yellow ribbon around the old oak tree.

I wouldn't have run away. You would just be running away from your problems.

If the boy didn't want to go to college it would be his choice because its his life. Personaly I would go to college. Because when you are looking for a job you might not get one because you have

(Continued)

no college education.

Maybe the boy ran away because his father was mean and cruel. But I doubt that. But then again if the father really loved him he wouldn't have let him go.

****

I think the story is to far out. Im sure a boy is going to run away and the tell his mom to tie a ribbon or cloth around an apple tree.

All he is doing copying off of "Tie a Ribbon Around the Old Oak Tree".

I also don't believe that his dad would say that.

Age 13

Score Point EV (Evaluation)

I feel that this story is very interestingand well written also it describes a young boy to us that is helpless and alone trying to come home to the people he loves It sord of gives us a moral - not to run away from things Because it just doesn't help, but to stay and talk It would have been better for David to stay and talk with his father he probably could have worked alot more things out It tells from a boys view I would have liked to have heard the fathers view and also the mothers I also would have liked to see the letter the mother would have written if she knew where to send it.

Age 13

Score Point EV *(Cont.)*

I think this story was good because it shows why people run away from home; because they don't want to live like their parents want them to

This helps to understand how a run away feels, he wants to come back home, and he misses his parents alot

This story and letter should help people who have trouble with their parents, and that just running away will make your problems worse.

* * * * * * *

I don't think this is an interesting story because most people aren't that way. Parents usually like their children plus the parents would be looking for their childern if they ran away. A very dull story.

Age 13

Score Point EV *(Cont.)*

I think it was good and it would make a good part in a whole story or novel. It used a good deal of describing words so you could feel how ~~he~~ the boy felt, and it went into detail, step by step, so you could follow along without getting lost or not understand what they're talking about. In itself, the whole story was good and from the way David wrote the letter, you could pick up easily what was happening. ~~Like~~ For instance, he didn't need to say directly ~~he~~ that he was a runaway, but by the end of the story, it was quite clear.

SCORING GUIDE--RESPONDING TO LITERATURE

General Responding
"Somebody's Son"
H-402000-B1B-2,3
Age 17, Package 9, Exercise 4

General Scoring Rationale: There are several major ways to deepen understanding of a written work. Respondents can use awareness of emotional impact, personal experience and knowledge of other works to interpret, provide meaning, evaluate and analyze the text. A content analysis of the responses not only provides information about which internal resources respondents tend to draw upon to help their understanding of written works, but also the cognitive skills they choose to demonstrate when given an opportunity to respond freely. It is expected that the results may be highly text dependent. Also, the better responses should move beyond plot summary and retelling to provide meaning, evaluation and particularly analysis.

Scoring Guide Categories:

Descriptive information: Code each type as present or absent. Code one type as predominant.

EG = Egocentric. Responses are not text based, but are text relevant. Respondent writes a letter or story of his own or writes another story (or excerpts) that he has memorized. Other types of statements categorized here are: "I never read stories"; "I'm not good with stories"; or "I'm sorry to run out on you, I don't want to go to college either."

PR = Personal--analytic. Respondent gives personal reactions to content in an analytic sense--identification with characters, judgments about actions of characters and advice giving, observations about the way society should/does work. Respondent states, for example: "I might have done the same thing," "David shouldn't have left home," or "Hopefully his father will tie the cloth on the tree."

X = Personal--global. Respondent gives personal reactions to genre and content in a global sense. Examples would be statements of the following types: "I like stories about nature," "I wish I could write stories like this," or "This is not my kind of story."

EM = Emotional. Respondent attributes emotions or feelings of mood to the text or makes a direct statement of emotion. Examples would include: "The story was sad," "It's touching," "It had a funny feeling," "It was very dramatic," or "I felt sorry for the boy."

RT = Retelling. Respondent summarizes or retells the story (or parts of it). This can include statements referencing specific words or lines. (Disregard inaccuracies.)

IN = Inferencing. Respondent goes beyond the text and provides motivations for characters or develops action. It includes text-based hypotheses of what did happen or predictions about what will happen. For example: "David learned a lesson," "David's parents needed him to pay the bills," or "David feels that his father doesn't love him."

GN = Generalization. Respondent derives general meanings from the story, such as: "Go out and try new things," "It shows that people have feelings that can be hurt and people are the ones that hurt each other," or "Everyone knows you can't run away from your problems."

AN = Analysis--superficial. Respondent mentions superficial characteristics of the text. This includes concerns about format, for example: "It could have more details and not so many long words," "I didn't see any misspelled words," "It wasn't long enough," or "The author uses imaginative language."

Y = Analysis--elaborated. Respondent gives an elaborated or substantive discussion of any one of the following special features or literary devices: plot, characters, setting, images, sounds, etc. Included here are discussions of plot veracity and meaningfulness.

OW = *Other works--general*. Respondent classifies the work as to genre or type and compares the story to other types of works or art forms in *general*, for example: "It's not like a story I've seen before," "I think it's a good soap opera," or "It is like a myth."

Z = *Other works--specific*. Respondent compares the story to a *specific* work which is mentioned by title, such as: "The last paragraph reminds me of an old song, 'Tie a Yellow Ribbon 'Round the Old Oak Tree.'"

EV = *Evaluation*. Respondent judges the worth of the work. This also includes such statements as: "It was stupid," "I didn't like it," "It doesn't make sense," "It is nicely written," "It was not exciting or sad," "It has no meaning," or "It is imaginative."

NOTE: In addition to the papers which were considered rateable (1 = rateable) and which were analyzed using the categories described above, some papers were not considered rateable and these were placed in the following classifications:

0 = *No response*.

2 = *Nonrateable*. Copies or circular.

7 = *Illegible, illiterate*.

8 = *Totally off task*.

9 = "*I don't know*."

Age 17

Score Point EG (Egocentric)

I'll just look for me a good job until I think about college and when or if I do desides go to college then I hope I still have a place to come a visit sometime. I Know Dad and I will never become the best of friends, but I hope things between the two of you be the best in life. Mom I wish Dad would think twice about me and than everything will be different I promise it would. I'll try to make the best of what I can.

Love,
David

****

I know it's hard for Dad to understand me And my ways. I had to do it for myself I Learned so much about my self + Life Remeber that I really do Love you + Dad.

Don't forget if Dad will let me Come Back to tie a white Clotht to the apple tree in the South pasture.

Love your Son.
David

but if I see a white cloth in the tree I'll come home a stare and think some what on college but I just don't know. I had a few expeience while I was gone one time when I ran out of money I had to find a job and I got one work on a farm do chores like clean the barn and even the pig stye boy, was that fun because I step in and sliped right into it but the farmer Mr. Hanson was very nice a wash my clothes for me. Well maybe I'll see because there is a car stopping for Me

****

I think that this story exemplifies the confusion of today's youth. Claiming that their lives have no direction, they go wandering off to "find themselves". All that this does is wastes time. There is no need for this - proper guidance in school would channel students into the subject areas best suited to them and would facilitate their deciding on a career.

Age 17

Score Point PR (Personal—Analytic)

I feel that David's father is either very strict or else very stubborn, maybe both. Wanting his son to go to college so bad that he drives him away from home is not an adult way to handle a child's rejection of what a parent wants. David's father should have been able to sit down with David and discussed the matter as two reasonable and responsible adults.

David's way of trying to solve the problem by running away shows that in a way he too is stubborn. He should have realized that running away doesn't solve someone's problems, it only makes them bigger and harder to solve. He started to get on the right path by writing home and asking to be able to come home again. The

(Continued)

only thing he should have done different was to right the letter to his father, it would have shown that he cared and respected his father and his wishes, but that he had to make a few decisions himself

****

I really think that David has learned a lesson and should be allowed back in his home. Some parents just don't understand that today we have to learn things for ourselves even if it is the hard way. We can't just take someones word for it. By David's letter, I'd say he has grown up quite a bit and is probably able to make his own decisions now. Part of living is making decisions, and if David is able to not hold any hard feelings towards his Dad (as some people would) I think he is able to make his decisions

I feel that the kid was old enough to make his own choices. The story said he was talking about college, well he must have been of age.

The boy should have shown alittle more respect towards his father's + mother's feelings though. After all they spent 18yrs. of their lives raising him and doing all they could for him, so I feel that he should have considered the consiquences before he left.

I also think if the boy was man enough to leave home he should have been man enough to talk to his father face to face, rather than have him tie a ribbon to the tree.

He seems like a very mixed up 18yr. old, who doesn't look before he leaps.

I see nothing wrong with the story. It is an example of a situation that many teens face at graduation time. I wish more people had the guts to stand up for themselves and what they believe in. Too many people run their lives by what others say or do. David has every right to be out on his own if he is legally an adult. It is his life and he must be the one to decide what to do with it.

Age 17

Score Point EM (Emotional)

I think this is a sad story. The dad makes me mad. He should let his son leave + come back if his son feels need to go out in the world + find himself, then decide to come home. If he let his son come back, he (David) would feel more secure and may-be go to college if he had a little adult support behind him. (especially his father - because of the relationship a father + son usually have)

Now David is just going to go on running and for the rest of his life he will probably be a tramp, with no food, or money, and finding small, dirty jobs that don't pay good. I don't see how the father can live with himself knowing what he is doing

(Continued)

to his son by not letting him come back home.

****

I FEEL SORRY FOR THE KID FOR I MYSELF HAVE FELT THE THINGS HE FEELS. I JUST HOPE THING WORK OUT FOR HIM AS THINGS WORKED OUT FOR ME. LIFE ISN'T SO BAD IF YOU PLAY ALONG WITH THE GAME.

****

I sympathize with the boy. I feel that his fathers wishes, as implied by the context of the story are unjust. I Don't feel that it is right for his dad to pressure him so much about College that he is forced to leave home.

I feel sorry for his mother who is caught in between her stubborn husband and headstrong son. She is probably feeling torn between them both.

The story is a sad one and made me feel like the sad, lonely boy sitting on the side of the road. There are many like him in America today and I feel parents should be understanding and accept it. Like the boy, if they are understanding they may be more likely to return home with a better understanding of life, the outside world, and themselves. I feel once they are on their own they will see and realize the independence of ones self needed to survive in the world of industrialization and people, then maybe they will appreciate home more than before.

The story gave me the feeling of actually seeing a picture of the boy on the side of the road, and made me feel I had entered a part of his world.

Age 17

Score Point RT (Synopsis)

Somebody's Son

This story sounds like a boy out of high school, or just getting ready to graduate, has had a quarrel with his father over going to college.

Apparently, David, the boy, has run away (or left home), to find himself and see what he wants out of life; to see if he wants to go to college.

The story says that writing would bring him company. David must have felt like having his mother there with him as his company because he addressed the letter to her, although it was directed to his father also. David must have really cared for his father, because he said he would hold no hard feelings toward him if he did not want him to come back home.

I think the father should let David return home because if he wants David to go to college, but David doesn't want to, it's really up to David to decide what he wants out of life

The story is about a boy who has run away from home and he is scared and he wants to go home but his father might not let him come home, and I feel he is sorry for what he did and he feels his father is pressuring him to do something he is not sure about He wants to make his own decisions and be independent. But now he is sorry for what he did and he wants to come home where he belongs.

* * * * * * * *

This is a story that is about a kid whose dad and him were argueing about college and he wasn't sure he wanted to go to college so he split and found out what life realy is about and is sorry he left and wants to come back but his father said once that if he took off not to come back so he doesen't know if he can come back home

This story is about a young man that has run away from home. He feels that his father is pressuring him into going to College. He is not ready for college, he runs away to find himself. He feels that he has no purpose in life. As he sits on the rode waiting for a car to pass he decides to write his mother and ask if he can come back home. I think a lot of people his age have felt this way one time or another. I wouldn't go as far as he did by running away. I feel that in time all things will turn out for the best sooner or later. Sometimes I feel life is too hard and I would like to be dead somewhere, but the next day or week always turns out brighter.

Age 17

Score Point IN (Inferencing)

I think it is a typical teenage situation. I know of friends who have troubles with their parents. In the story the father mentioned must have been really iron fisted on the kid (DAVID) while he was home. David must have felt that in order to have peace of mind he would have to leave his home and live elsewhere. Davids mother is the mediator and is caught in the middle of the family squabbles between David and his father. It appears

****

I really like the story it has a lot of meaning. The boy in it seems to be responsible and able to make it alone, but is concerned of others as well. He seems to be an open minded person who is strongwilled and will probably make it in life.

I think, that the letter the boy has written, is true for alot of us these days. Many parents force their children into getting married, when they don't want to. If a person doesn't want to do something he won't do his best because he won't put his whole self in it. Apparently, in this story, the father probably has been to college and has studied very hard so in return, he thinks his son should do the same and he won't have anything to do with him if he doesn't follow in his fathers footsteps. The boy is willing to come home, but he still holds to what he wants and that is he doesn't want to go to college.

Age 17

Score Point IN *(Cont.)*

I think The story was good because it expresses how exactly the boy (David) felt. He was asking for help. He made a wrong turn and is willing to except that he was wrong, but he wouldn't have really known he was wrong if he didn't experience it. He is lowering his pride, by even asking his parents for forgiveness and letting him come back, after turning his back on his parents. Both David and his parents suffered But if one is willing to forgive eachother things could work out.

Age 17

Score Point GN (Generalization)

I think the boy should be able to come home and be completely forgiven. His father should be glad to get his son back and behave as though nothing had ever happened. The son means well and did not runaway to hurt his Daddy's feelings. He didnt have a very good reason but we all make mistakes and he should be given another chance and he did learn from his experience. He learned that running away is not the answer. You have to stand up and face your problems and you have to have your parents on your side to ask advice from. That's what they're here for.

Age 17

Score Point GN *(Cont.)*

I feel that the story was meant to teach teenagers that they will learn about life when the time comes. They should not runaway and go out alone until they fully can understand and accept the responsibilities they must react to live on ~~your~~ their own. In this case David decided to go out on his own without his parents approval, before it was his time to do this. Now he wants to go back because the challenge is to great for him. This paragraph also shows that parents should not force a child to do things they don't want to, as it appears that David is scared of his father because he does not want to go to college.

I think this is kind of a sad story, very true to life. The boy feels the way I do; wanting to find out about life and himself.

The only way to find out what's out there is to go out there yourself. One has to be an adventurer to find out about life's many facets. People who don't go out and explore life are just living in little boxes; always knowing tomorrow will be the same as today. It's easy to die of boredom the way most people live; always the same thing. Parents don't understand this need to explore.

Age 17

Score Point GN *(Cont.)*

I think that this story is very touching. It shows something, I feel, is rarely seen; someone willing to admit they may have made a mistake. Most people wouldn't do that.

I also feel that this story gives an example that you can't always have things like you want them to be. In other words, things aren't always as you plan them, they make be better or worse.

David realizes he may have been a bit wrong and he admits that. I think this took a great deal of courage. He knows that he may not be able to go home again, but he seems to be willing to accept it if he cannot.

Age 17

Score Point AN (Analysis—Superficial)

THE STORY I have just READ WAS NOT VERY good. THE AUTHOR DID NOT USE VERY COLORFUL DESCRIPTIONS. THE STORY COULD HAVE BEEN LONGER. IT SEEMED AS IF A STORY THAT COULD HAVE, AT LEAST; 8 pages LONG WAS CRAMMED INTO THOSE FEW PARAGRAPHS, THEREFORE LEAVING OUT A LOT OF DETAIL AND FEELING. THIS MAY NOT BE VERY IMPORTANT BUT I ALSO FEEL THAT THIS STORY WAS TOO FULL OF CHEAP SENTIMENTALITY.

* * * * * * *

The sentences in the story are not put together well. There is more explination of details than there is story. While reading the story it's hard to remember what's going on because the reader trips over all of the adjectives. In the letter there are several run-on sentences. The other parts of the letter, especially the first paragraph ~~have~~ the sentences have the same sound. There is a sentence pattern.

Age 17

Score Point AN *(Cont.)*

This story really didn't strike me as an interesting. I felt that it was written quickly because it sounded like it had a slow moving start and then all of a sudden it ended. I feel that the story would have been better and more interesting if the writer took more time in going into the story, like why the boy left home in the first place and how or what happened that made him end up on the side of some highway. Maybe the ending didn't sound right to me because I hate being kept in suspense and also it sounded like a soap-opera.

Age 17

Score Point AN *(Cont.)*

I thought that it was a touching story. Even though it was a short story it had a lot of feeling and power. It made me want to keep on reading about it. I believe that if it were longer it would as twice as good. It has a good theme and the characteres are perfect for the story.

Age 17

Score Point OW (Other Works--General)

"Somebody's Son" is written in very poor, substandard English. The grammer is abominable! The sentences are short and choppy and there is a constant misuse of pronouns. It seems that the author attempted to write a descriptive narrative but left off halfway through. The idea is not new: there are several songs using the same theme and format, i.e. someone has been gone and wants a sign left on a tree to signal to him that he is welcome back.

However, ~~the~~ description present is good and the story moves quickly to the main point, though it does seem that one has come into the middle of the story.

Age 17

Score Point EV (Evaluation)

I don't really like the story. It is not very exciting, it is sort of boring. I'm not saying I hate it but it just isn't my kind of story. Thats all I have to say about it. Except that it is or could be true because there are probally a lot of kids in real life that are like the one in the story.

****

Wow! What another fine piece of exhilirating literature that has come out in this decade. It was really worth my time reading it, such a touching story. I will definitely benefit from having read it, just like this test!! Please send me the name of the author so I can look into more of his/her works.

Age 17

Score Point EV *(Cont.)*

This is a very good story
showing ones thougts. It is
also a very discriptive story.
The story gives you a
good picture of the boy.
It helps you to picture the
boy in your mind. You get
a feeling of where the story.
is taking place.
This story shows the
boys views (thoughts) on life.
The boy felt if he went
out and did things on his
own he would get a better
view on life.
The story was very
interesting. I feel the story
kept your attention.

I think it's a nice story. I makes you want to keep reading it and see whether or not his Dad will let him come home. It seems like it is written with much feeling and emotion.

The writer of the story probably wrote it because he wanted to express his feelings about runaways. Or maybe he might have gone through the same thing sometime in the past.

I like the way it's written. It's down to earth and about kids today.

This part of the story is like it's raising to the climax to when he'll finally get home -- just hoping that is Dad will let him come home.

It makes you feel sorry for the boy because he seems so all alone. He seems like he's trying to find himself. He knows what the world's like and now he appreciates his parents more.

Age 17

Score Point X (Personal—Global)

I don't really have any feelings and thoughts about it.

****

I think this was a very good short story because when i do read a story i like to read something which i no is true like David he knew he had to leave so that he could straighten things out inside himself and by doing that he had to leave home and he felt that, that was the right thing to do so i agree with him and now that he feels everything alright he wants to come back home and i feel that they should let him because as they say we learn from our mistakes

The Boy is very disillusioned about who he is and where his next stop will be

I feel he should relate better towards his parents, the people that gave him life.

The disillusionment has left him at a point in his life where he would like to have a turning point take place If he can come to terms with himself and his parents then he can face anything.

You can see his side of strength and vulnerable points,

I can really relate well to this.

Age 17

Score Point X *(Cont.)*

I thought that it was okay. It was kind of boring. It really isn't the kind of story I like Maybe it would have been better if there had been more to it It reminds me of almost every other story you read There wasn't anything particularly interesting about it. Nothing to make you want to keep reading onto the next page It does apply to a lot of people though. They want to wait a while before going on to college but their parents want them to go straight on to school. I think it really should be the kids decision what does if it's works out good for him or bad

Age 17

Score Point Y (Analysis--Elaborated)

The opening of this passage is very descriptive and gives a clear impression of what David must have looked like on the Dakota highway. I think that driftwood is an appropriate choice of words, for David has left home and is drifting from town to town. The plains being empty suit his mood. He is empty, without resources, and ready to go home.

We don't know for sure if he will mail the letter or even if his father will take him back, but we do suspect that the story will end well, and David's father will love him and respect his decision about college and his life.

I like the way David expresses his view about life, that he and life have to learn to live with each other. This is true for all of Us, and it is a good point. From this viewpoint, we see that David is mature and knows what he must do to be happy in life, and that is to respect 'life' and all that it entails.

* * * * * * * *

This story, while emotionally touching, relies heavily on stock response.' It is guilty of sentimentality by going into excessive detail (e.g. "Except for him ... empty" "skin, sunbeaten driftwood"), and by the using of words to evoke emotion (eg "hunched," "sunbeaten driftwood"). Very little is told about character or theme, as the story is predominantly plot. The plot itself is the "Tie a Yellow Ribbon" stereotype. There are no true allusions and few metaphors are used. In terms of literary criticism the story is poor, even judged as 'escape literature.' While good for some diversionary reading, this story is not a very good one.

The opening paragraphs create the emotions which are explained in the letter. The reader gets a good idea of situation and mood. As for the passage itself, the problem uncovered in the letter seems to be a quite common one. More and more graduates from high school want to take hold of their future by allowing themselves the benefit of the doubt in whether they actually do want to go from twelve years of schooling into 4 or more years. I think running as 'David' did is not an answer, a devise maybe, but not a good permanent answer. In some families though, drastic action must sometimes be taken if the desire is strong enough

Age 17

Score Point Y *(Cont.)*

The story is very heart-appealing and brings out strong emotions. The imagery in the first paragraph is really good; conjuring images of something tattered and unwanted. You feel that David has been through alot since he ran way from home. You can tell that, even though he did run away, he's not a bad kid. He still loves his mother and, though he may not love him, respects his father. You can sympathise with his running away to find himself and realizing that what he was looking for-was home all the time. David is intelligent, coming up with his plan of putting a cloth on the tree. He doesn't want to hurt his mother by coming home and hearing his father kick him out. The story is a real grabber, it makes you want to find out how the storyends. It puts you on David's side.

Age 17

Score Point 2 (Other Works—Specific)

This story sounds like the song, "Tie a Yellow Ribbon 'round the old oak tree."

But, on another line of thought, I feel the boy, David, is not a very mature boy. And does not understand his father. If his dad is like any normal dad, he should be proud to have a son that takes time in deciding the rest of his life and a son who is not influenced or intimidated by other people.

His father should be happy to get his son back.

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The son probably ran away because he and his father disagreed over what the son should do after leaving school. The son ran away. but now he is tired of running and wants to come home. He sounds like he is sorry he ran away. I hope his father accepts his son back. This story is similar to the story of "The Prodigal Son" in the Bible. The father should be like the one in the Bible and welcome his son back with no hard feelings. The father should realize it's his son's own life and he should be able to do what he wants to do with it. Fathers shouldn't try to rule over their children forever. You have to let them go sometime.

David is a boy very much in need of some love a guidance in his life. He has ventured out on his own (much to the dismay of his father) and has finally realized that he does not like living on his own. So, he asks his parents forgiveness (especially his father's) and hopes to return home. But, so as not to cause any surprizes or upset them by just showing up, he wants a clue to let him know he's welcome around there. It alot like Tony Orlando's song "Tie a yellow Ribbon Round the Ole' Oak Tree."

Age 17

Score Point 2 (Cont.)

It sounds like a typical father and son misunderstanding that has gone to far. The kid is stupid to run away because running away dosen't solve anything. I like the cute way he tells mom how to tell him to come home. It sounds like a Tony Orlando song. If he wants to come home he should do so, and not be a fool to make his parents show how much they want him to come home just to build up his ego.

H-406000-B1B-2,3

Read the story which begins below and then answer the questions on the four pages following it.

A Story of a Good Dog

A man I used to know very well told me this story. He was a very truthful kind of man, but he used to elaborate things more than a bit, and perhaps he elaborated a bit on this.

Everybody, said he, has a best cat or dog that remains in the mind when other very dear memories have faded, and one says with complete assurance: "That was the best dog." There were Tommy and Guzzle and Spot, and they were all such good dogs that it is hard to believe there could be any better, but my best dog had not got a name at all; he answered to a very low whistle. He never barked; he never made any noise of any kind, except that, now and again, he gave a kind of whispered gargle away down in his innards—you could hardly hear it—and that showed the top of his delight. Poor old fellow, he hadn't much to be delighted about: he was just delighted to be delighted.

This is how we met. It was evening, and I was going up a street and down a street. I was looking for something. Among other things I was looking for a job, but this time I was looking for something else—and suddenly I saw it. It was in a dog's mouth: it was nearly half a loaf of bread, and the dog was slinking up an alley with it. He was a large terrier kind of dog, and I began stalking him for my share of whatever he had. I stalked him to the end of the alley, and he whispered a few very low grunts at me. "Drop it," said I, and he dropped it.

He sat down a few steps away, and he looked at the bread, and he looked at me, and then he scratched himself, and then he looked at the bread again. I broke the half-loaf into fairly even pieces, and I handed him the larger half. He looked at me, and he looked at the bread, and I could see that he was trying to work out where the catch was. Then he scratched himself with some fury, and when I began to eat, he began to eat. He would stop every now and then to take a good look at me, and then he made that curious whispered gargle of delight away down in his innards, and then he started again on the bread.

How good that bread was! I remember thinking that cake was not half as delicious as bread, and that this bread was the best that ever was baked; I could have eaten a hundred loaves of it, and then I could have eaten the dog.

It was evening and darkish, so I hunched myself up for sleep just where I was, and the dog, very cautiously, came to me, and at last tightened himself up against me, and he gargled a little and scratched himself nearly all night. I didn't care about anything. I had a friend; and he cared less, for he had a friend too.

In the morning I saw what all the scratching was about. He was covered from head to foot with mange. He was almost a solid mass of scabs. One of his eyes was blind. He was about three years younger than I was—that is, he was rather old, and he looked at me out of his one goodish eye with the kindly adoration that a good dog reserves for its best pup. He knew that I was an incompetent person, and he was very glad of that, for he had made up his mind that he would feed me by day and keep me warm by night.

It was winterish, and rainish, and darkish, and we wandered together up a place and down a place, and we kept

PLEASE CONTINUE ON THE NEXT PAGE

(Continued)

carefully out of everybody's way. I didn't want people because they wouldn't give me a job, and he didn't want people because they heaved rocks at him.

For more than two months, whatever I ate he brought me. He was marvelously skillful. He knew where bits of bread grew. Sometimes there wasn't any, but most days there was a bit. I should have been very hungry, but in those days my mind moved around at about a mile a minute and it hated stomachs.

One morning my good dog set out hunting as usual. Then, having gone but a few steps, he stopped. He came back and pushed his head against me. Then he moved away again, and stopped again. And then, suddenly, he lifted his head to the sky and howled—the first sound I had ever heard him make! He howled and howled as though he were trying to howl himself dead. My heart nearly burst with terror. I ran to him and took his head into my arms, whispering love words to him, and as I looked into his face I saw what was wrong.

His other eye was gone. He was quite blind. He couldn't go hunting. He wasn't howling about himself; he was howling because he couldn't nose out something for me to eat. He cared no more about himself than I, at that moment, cared about me. He wanted to howl himself dead, but my arms coaxed him, and in a little while he stood silent and shivering.

I picked him up—he was not a light dog—and I walked and walked and walked. There were fields on one side, with a dull sky over them, over us: the world was a box, and we were two rats in a trap. I came to a small place, and saw a druggist's shop in it; the door was open. I put the dog down behind the door and walked in. There was a man—perhaps ten years older than I—behind the counter, and I said to him, "Please, will you kill my dog for me, without hurting him?"

He was a hard-faced, tough man, and he looked me up and down with eyes that were like bullets.

"What will you pay me with?" said he.

"I have no money," I answered.

"I've no painless poison," said he.

I looked at the rows of bottles on the counter and on the walls, and my next words were inspired; they were even crafty.

"You are a very wise man," I said. "There is nothing of this kind that *you* couldn't do."

His eyes became eyes again.

"What's wrong with the dog?" said he.

"He is old and blind and dying of the mange."

"Where is the creature?"

I pointed and he went to look.

"Good God Almighty," said he, as he stared at the crouching dog. "Take that thing away."

I followed him into the shop.

"Listen," said I, "that is the best dog in the world. He has fed me for over two months."

"You ate out of that thing's mouth?" said he.

"Yes," I answered. "He went blind this morning, and he is dying of horror because he can't feed me."

The man looked at me as if I were crazy.

"You know how to do everything," I said. "Do this for the best dog in the world."

He turned briskly, took up a pile of papers, and placed them on the floor. "Stretch him on that," he ordered. I picked my dog up—he was all one jelly of trembling terror.

The man went behind his counter, and in about five minutes he came back again, carrying a bowl.

"Good God!" said he, as he looked at the dog, and then his face went gentle. "There is warm milk and bread and

PLEASE CONTINUE ON THE NEXT PAGE

sugar—dogs love sugar," he added, "and there is just enough of something else that will end his troubles in no time."

I put the bowl to my dog's nose. He smelled, and smelled again, and then, with an astonishing joy, he began to lap and eat while I petted him. He was tasting a kind of food that perhaps he hadn't tasted for six or seven years. Not since his master of long ago had thrown him out, and flung rocks at him till he left.

"Take him down to the fields," said the man. "He'll be gone in less than half an hour."

So I sat among the bushes with him, and he began doing and undoing things; he began to go asleep and he began to waken up, and he began to gargle joyfully, and then he began to forget these things, and all things.

He forgot blindness and age and fear. He forgot hunger, he forgot me, he forgot to scratch himself, he forgot life itself. He stretched himself a little, luxuriously, and then a small shiver ran all over him, and he was gone.

I pushed him deeply into the bushes, and walked away, pretty lonely again, but I think you will agree that when I say he was my best dog, I am not making any mistake in that very important matter.

Shortly after that I got a job—said the man who told me this story.

A. How was the death of the dog described?

- ○ As violent and fearful
- ○ As painful and lonely
- ● As painless and peaceful
- ○ As elaborate and ceremonious

- ○ I don't know.

PLEASE CONTINUE ON THE NEXT PAGE

H-406000-B1B-2,3
(Continued)

F. What emotions and feelings did you have when you read this story? Describe your feelings in a few words on the line below.

____

G. What was it about the story that made you feel the way you did? Write your answer on the lines below.

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STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO.

NAEP No.: H-406000-B1B-23 *

Exercise Type: Parts A,B,C,E - Multiple Choice
Parts F,G - Open Ended

Passage Type: Literary / Other Prose

1979-80 Objective: Parts A,C - Comprehends written works
Parts B,E,F,G - Responds to written works in interpretive and evaluative ways

1979-80 Subobjective: Parts A,C - Comprehends textual relationships
Parts B,E - Analyzes written works
Part F,G - Demonstrates awareness of emotional impact of written works

NAEP Scoring: Parts A,B,C,E - Machine Scored
Parts F,G - Hand Scored

Ages			13	17
National Results:	03*	A	71.10	84.87
	01*	B	65.35	82.52
	04*	C	65.02	73.23
	04*	E	64.43	78.95
	00	F	10.85	7.16
	01	F	10.44	11.65
	03	F	16.54	22.94
	05*	F	61.82	57.72
	07	F	.08	.03
	08	F	.05	.00
	09	F	.22	.51
	01	GC	75.70	76.13
	01	GF	.62	1.06
	01	GSR	9.03	12.39
	00	GN	10.85	7.16
	01	GN	16.54	22.94
	02	GN	23.70	30.03
	03	GN	18.34	15.46
	04	GN	11.30	7.77
	05	GN	5.09	3.20
	06	GN	2.23	.86
	07	GN	1.15	.40
	08	GN	10.78	12.19
1979-80 Package Exercise:			1306	1310
Total Time in Seconds:			0941	0810

Source Information: "A Story of a Good Dog" as reprinted in SEA GREEN HORSE edited by Barbara Howes and Gregory Smith was originally published in JAMES, SEUMAS AND JACQUES, UNPUBLISHED WRITINGS OF JAMES STEPHENS, edited by Lloyd Frankenberg. Copyright © 1964 by Macmillan Publishing Co., Inc. Copyright © 1962, 1964 by Iris Clare Wise. Reprinted by permission of Macmillan Publishing Co., Inc.

* The range of response percentage values listed for the open-ended portion of this exercise represent both acceptable responses, which are marked with an asterisk (*), and unacceptable responses (all others). In addition, the score points marked with the second alphabetic codes (C,F,SR or N) refer back to the second and third categorizations on the scoring guide. C=content, F=form, SR=subjective reaction, and N=number of pieces of evidence. For convenience, score points 1 and 2 have been combined into 1, and score points 4 and 5 have been combined into 5*. For exercises without a score point 1 on the scoring guide, the percentage value for score point 1 on the documentation page consists of responses from score point 2 only.

SCORING GUIDE--RESPONDING TO LITERATURE
EXPLAINING RESPONSES TO LITERATURE

Emotional Responses
"Good Dog"
H-406000-B1B-2,3
Age 13, Package 13, Exercise 6
Age 17, Package 13, Exercise 10

General Scoring Rationale: The responding to literature objective was formulated to address "deliberate, conscious kinds of interpretation." It was hoped that respondents would not only be aware of their feelings, but be confident about expressing them. Thus, a successful response would both identify an emotion and articulate the characters, events and ideas from the text that contributed to that emotion. Evidence can also be provided from personal experience, other works or special aspects of the construction of the text.

NOTE: Rating should, in general, be done by taking the entire student response into consideration without regard to what is actually written in the space provided for the first part and for the second part of the response. If reasons (substantial) are given in the first part they are valid. The same is true for emotions or feelings identified in the second part. Caution should, however, be used, as this often leads to a tendency to rewrite the responses. Categorizations should reflect, as closely as possible, what respondents actually wrote.

Scoring Guide Categories:

I. First Categorization--Identification and substantiation of personal emotions and feelings. This takes into account both open-ended parts.

1 = Unable to identify emotion or feeling. Respondents do not do the task. They refer to the text, but do not answer even the first question. Examples are:

A. Some material is quoted from the text with no clear identification of the respondent's feeling or emotion.

B. An emotion expressed by a character is identified rather than the respondent's own feeling, for example: "The man was sad."

C. An observation about the story is made, such as: "The title is misleading."

2 = Emotion or feeling identified without substantiation. Respondents name something but cannot go on. They identify emotions and feelings but do not substantiate choice with evidence from the text. Respondents tend to provide: 1) circular evidence such as: "It's sad because it's sad"; 2) a copy or close paraphrase of the text; 3) vague reasons like "The way it sounds," "The way the author wrote it," "The words used," "The way it is made"; or 4) only a subjective reaction as substantiation.

3 = Emotion or feeling identified and substantiated with minimal evidence. Respondents identify an emotion(s) or feeling(s) and substantiate their choice(s) with only one reason or piece of evidence related to the text.

A. Reason can be directly related to the text, for example: "It was sad because the dog died."

B. Reason can be inferred from the text, such as: "Sad because the dog was his only friend."

C. Reason can be inaccurate, if it is related to the text.

D. Reason can be based on personal experiences or opinions that are related to the text.

E. Reason can refer to (but not retell) specific places in the text, such as: "Because of what it says in the last paragraph."

NOTE: "Sorry for the dog" is identification of feeling/emotion. "Sorry the dog died" is identification and minimal substantiation.

4 = Emotion or feeling identified and substantiated. Respondents identify emotion(s) or feeling(s) and substantiate their choice(s)

with at least two reasons or pieces of evidence related to the text. However, the evidence may be presented in an ambiguous fashion or be of the types described in 3C-3E. Reasons must be distinct--not instances of the same reasons as in "(Sad) because the dog was starving and hungry."

5 = Emotion or feeling identified and substantiated in a coherent fashion. Respondents identify emotion(s) or feeling(s) and substantiate their choice(s) with at least two reasons or pieces of evidence clearly related to the text--directly related or can be readily inferred. The reasons are presented logically and coherently.

NOTE: The following types of papers were classified as indicated and received no further scoring:

0 = No response.

7 = Illegible or illiterate.

8 = Totally off-task.

9 = "I don't know."

II. Second Categorization--The source of the evidence. Code presence or absence for each of the following:

1 = Content. The evidence is based on the content of the text, such as: "The way the dog was moping."

2 = Form. The evidence is based on the language, style or construction of the text.

3 = Subjective reactions. These are responses that judge the worth of all or part of the text, for example: "I don't like dog stories," "I hate to see a dog dead," "It was interesting," or "It was monotonous." Personal opinions about the actions of the characters or personal experiences may be stated, such as: "I had a dog that died" or references to the moral of the story or general philosophical statements may be made, such as: "Accept the death of your dog," or "Death is a mystery."

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NOTE: Content and form can be present only if primary categorization is a "3" through "5"; subjective reactions can be present in papers categorized "2" through "5."

III. Third Categorization--A count of the number of reasons or pieces of evidence. Categorization for the count of details is as follows: (1), (2), (3), (4), (5), (6), (7 or more). NOTE: This count only applies to papers with primary categorization of "3" through "5"; subjective reactions should not be counted as reasons or evidence.

Age 13

Score Point 2

I felt sads sometimes
I felt happy sometimes
because it made
me sad some times
and I don't Like to
be sad

* * * * * * * *

It was very sad, but I liked it.
The way the man and the
dogs life was descried.

* * * * * * * *

felt sorry for the dog
it was a good story and I liked it thats
why I feel That way.

* * * * * * * *

I liked the story.
I felt sorry for the dog and I
was proud of the man

Age 13

Score Point 3

I wish I had a dog like that.

Because the way the story tells that
was a pretty good dog And I would just
like to have it.

* * * * * * *

It was kind of sad story.

Because when the dog was blind
That was sad. It made you
fell guilty. why I don't know
It just did.

* * * * * * *

I felt glad when the dog died.

Well I felt the man was poor
and had no food & I was glad
when the dog died cause the dog
was only suffering.

I thought it was gross to eat the bread out of the dog's mauth

When the druggist said, "You ate out of that things mouth." I thought it was gross. I also felt sorry for the dog.

Age 13

Score Point 4

I felt glad that the man had found a friend, but sad when the dog died.

I felt glad that the man had found a friend because it seemed like he needed one. I felt sad when the dog died because the man had lost his only good friend, but I was glad that the dog died in peace, and the man didn't take it too badly.

• • • • • • •

I felt sorry for the dog

I felt sorry for the dog because he was blind, hungry, and had mange but he still had go hunt food for the man and him. Also the man never even helped the dog before it was to late.

Sad for them both, happy man got a job

It was written well. It had its happy moments and its sad moments. It had a good ending because the dog was out of its pain and the man got a job.

• • • • • • •

I felt sad for the dog & the man.

They both needed each-other. They were really like good friends. They each helped eachother live a calm & peaceful life. But then the dog had to be killed. To be put out of his misery and die in peace and not in a cruel way. I felt sad because it was like 2 lonely friends losing eachother forever.

Age 13

Score Point 5

I felt sorry for Both of them

Neither one of them had anybody. the Dog was sick, the man had no home. neither one had anything to live for, look forward too I think they must have been very lonely and unhappy. Thats why I though it was sad

* * * * * * * *

I felt very sad for the dog

The dog has had an awful life. He had an awful 1st owner) mange, blind in one eye, he had (to steal to eat, rocks were thrown at him, he had to be very cold or very hot during the seasons of winter + summer. But I liked the man for caring for him.

Age 13

Score Point 5 *(Cont.)*

Sad, yet happy

It was a touching story. I liked it. It showed how some people can be caring and understanding and how others can be cruel and heartless. This story shows how a man without a job and hungry can be nice to a half-blind mange infested mutt. It shows love and loyalty like it is meant to be. It was a very beautiful story.

Age 13

Score Point 5 *(Cont.)*

I felt the story was heartwarming, caring and loving.

When the boy took the sick dog to the druggist's shop to have him put to sleep. I thought this was a very caring point in the story. This part of the story was trying to say that the boy loved the dog so much that he rather have him die in pease than let him live and suffer.

Age 13

Content

I felt sorry for the man

He was all alone till the dog came. The dog loved him for two months. He fed the man he cept the man warm at night, and when he went blind, the man cared enough for him that he tried to make his death as peaceful and pain less as possible. That's what I would call love.

• • • • • • •

I felt a wonder of how God can give life and also take it away, How He takes care of His children.

A man in need is "given" a dog that feeds him. When the dog is gone the man is no longer in need because he found a job

I feel sorry for the poor dog.

The dog was covered with mange, and it was probably almost starving. It's poor eyes were almost gone, but yet it kept itself and its companion alive by feeding them every day. He must have been a true friend.

....

Pity for the dog + sorrow

I pitied the dog because it was half blind, and had mange. I agree that it was a wonderful dog the way it hunted food for the man. I was also sorrowful when the dog went blind. It must of been very unselfish It is to bad the dog had to be killed. At least it wasn't painful.

Age 13

Form

sad and wished someone would help them
I likd the style used by the author.
He used an ugly dog and an
ugly man to make people feel
sorry for them. He made it
seem as if they were all alone
in a big world in which
nobody cared. It's a story
that would touch most
peoples hearts

•••••••

I felt sorry for both the man and the dog.

It was the way the author used words.
They were very discriptive and in the sequence
they were used, it made it seem as though
you were there, and feeling all the emotions
the man in the story was feeling.

It made me feel bad about the dog.

It was very desciptive. I like things that are descriptive. It showed the sicerity that a dog has for man. It showed how cruel some people are to animal's and to people. Just because someone is very rich and wealthy or talent dosen't mean that they aren't worth any thing. Some people have hidden talents and others are to shy to do anything with them. It was a good story. It really made me think of how I am treating others.

....

I was sad for the man because the dog died.

The author used very descriptive words. Also I have a great love for animals and any sad story makes me cry. I thought it was good.

Age 13

Subjective Reactions

I felt sorry for the man and his dog.

It was mostly how kind and sharing both the dog and the man were. People like that seem to be so grateful for what they have, even though they have so little. Also I felt sorry for the both of them because they were lonley and abused.

****

I didn't think it was very sad it had a good ending

I didn't think it was sad because I'd rather put the dog out of misery than to just let it suffer so I would have put it to sleep to.

Age 13

Subjective Reactions *(Cont.)*

It was sickening and dumb and boring. No one in their right mind would eat bread from a dog's mouth, especially it the dog was sick

****

It made me think as I read it. The man was selfish; he thought only of himself. It is amazing that we say animals are nothing more than just that, but that dog was special because he taught the man that someone/something really did care. People turned him away but the dog accepted him for what he was.

Age 17

Score Point 2

It kind of made my stomach turn.

It made my stomach turn
because

•••••••

I didnt have any feelings

They wasn't any thing about that
Story that made me feel different

•••••••

Sorry for the dog.

The dog was in the same position as the
man

•••••••

QUIET AND PEACEFUL

THE Style in which it WAS WRITTEN

Age 17

Score Point 3

Slight Sadness mixed with happieness

I felt sorry for both the man and the dog but good because they both had found a friend.

•••••••

I felt sorry for the dog

· The parts of the story that made me feel the way I did were the parts that described the suffering of the dog.

•••••••

This story evokes empathy.

The story was told in a way to make the reader feel sorry for the man and his dog.

Age 17

Score Point 3 *(Cont.)*

I thought it was very sad.

Not to long we had to have my german shepard put to sleep because he could not walk anymore. So I sort of felt what the boy felt for his dog. Not exactly the same way but it was very touching.

Age 17

Score Point 4

It was a sensitive story. Unreal, but sensitive.

The story seemed unreal. If a man was alive and able, why would he depend on a dog to keep him alive and warm. The man was either, very lazy, or he just didn't care about his life.

....

I felt sad for the dog.

The poor dog really did not have the greatest of lives. His owners kicked him out. He had no food nor home. He was infected. The only good part of his life was his friendship with the man.

I felt great pity for the man and the dog.

The main point of this story was to tell of a relationship between a man and a dog. That a man and an animal could have so much love and dependence upon one another, really stirs one's emotions. One can feel great pity for the man and the animal because of the improper living conditions that society had forced upon them. The death of the dog makes the reader feel great pity for the man, who loved the dog so dearly.

* * * * * * *

Trust and love.

The man Trusted the dog for food and the dog Trusted the man for love and companionship. There was love and respect in their relationship

Age 17

Score Point 5

I was quite touched by the story.

It was amazing how the dog was able to collect food for both himself and the man, despite the dog's condition. This story is really about how the man and the dog helped and looked out for each other under difficult circumstances. This is what touched me.

* * * * * * *

I felt pity for both of them.

I pitied the dog because he had such horrible mange and was half blind, and he had been thrown out by his master. I pitied the man because he could not find a job and had to eat what the dog stole for him. I also pitied him because he was so lonely, and he had no friends or family (that he mentioned).

it made me feel kind of sad

Because, the man has just lost a dear friend that truly was a friend. The dog fed him in time of desperate hunger and kept him warm at night. Even though it had mange the man still cared for it like he would probably care for his brother. The dog was also a clever animal to feed a human and be blind in one eye anyway. It also took guts and love to take a mangy dog to a drug store and put him out of his miseries.

Age 17

Score Point 5 *(Cont.)*

I felt sad for the dog and the man

I felt the way I did because this story expressed deep sentiment. The man didn't have a home and the dog didnot have a home. The people who through rocks at them were supposely the people who make our society. And yet, they do not have enough feelings to help some one. The only other thing is the story itself. A man lost his best friend and that would make anyone feel sorry for him.

Age 17

Content

I felt pity for the man and dog.

I got the impression that the story took place during the depression. I pitied the man because he had no job and no family. I pitied the dog because he was so crippled. He was dieing of mange. he was plagued by blindness, and he was also lonelye

....

touched, sad, content

I was touched throughout the whole story. The dog gave anything he found just to help the man. I was sad when the dog couldn't go on because of his old age and illness, but the way he died made me feel content that the dog was better off, and died happy

Age 17

Content (Cont.)

I felt sorry for the dog, but glad the man made his ending peaceful.

The story dealt with a lonely old man who had no friends until he met the dog. The dog, too, needed to feel wanted by some one; they made a good pair. The dog was kind an unselfish, as illustrated by the fact that he fed the man and himself for two months then seemed mortified at the realization that his total blindness meant the end of his supporting the man and their relationship. The man, in turn, ended the dog's life painlessly, thus paying him back for the dog's kindness to him.

Age 17

Content (Cont.)

Sympathy with the dog and the man.

The dog was half blind and had the mange and the man was unable to find a job and could not feed himself. The dog went Completely blind and the man knew he had to find a way to kill the dog peacefully. The man and the dog both suffered and this is why I feel sympathy for them.

Age 17

Form

Sad, because I felt sorry for both the man + dog.

In this selection the author did an excellent job in bringing out the characters you could almost feel what each character felt I thought it was great that those two found each other and was sad to see they were seperated by death.

* * *

depressed, surprise, disgust, bitter, sick-in-the stomach

I felt disgust because of the thought of a man eating food a dog had eaten, him. His loneliness gave me a bitter feeling also. The story was kind of disturbing. The story was realistic and had a surprising simple ending. The overall theme of the story was depressing.

Age 17

Form (Cont.)

sorrowful, wanting to help

The way the man treated the dog and the dog treated the man) The saying, "A dog is a man's best friend", is emphasized in this statement.

....

I felt caring and proud of what the man had done with his dog

What made me feel the way I did about the story was mainly how it was written. It was told by the person who experienced it, and that made it more believable to me. It made me really think about the people who are poor and have no food. It made me care a lot for them.

Age 17

Subjective Reactions

None,

It was just a story.

•••••••

It was sad & it made you feel sorry for both the dog & the man.

I felt the way I did because the man had no job, and the dog had no owner. I love animals a lot so I couldn't help feeling sorry for a dog with no home and that was blind in one eye. I guess I also felt kind of sorry for the old man, but he could go out and find a job, so he really could have taken care of himself. It really made me sad when I read that the dog was blind in both eyes and would have to be put to sleep.

It was sad and boring.

It was sad because of the dog dying and how people were mean to the dog. It was boring because of so many details.

• • • • • • • •

I felt depressed, frustrated and peacefully satisfied

This contradiction of emotions is not as inaccurate is it may seem. The plight of this good natured and loving dog was totally unjust. A a animal, or any living creature, should not be discarded like a broken toy simply because it is plagued by some illness. The cruelty that this animal represented frustrated and depressed me. Similarly, society regarded the man as a pariah and refused him acceptance and a job. These two misfits found their way together and both met similarli & happy fates

Read the story which begins below and then answer the questions on the three pages following it.

One of These Days

Monday dawned warm and rainless. Aurelio Escovar, a dentist without a degree, and a very early riser, opened his office at six. He took some false teeth, still mounted in their plaster mold, out of the glass case and put on the table a fistful of instruments which he arranged in size order, as if they were on display. He wore a collarless striped shirt, closed at the neck with a golden stud, and pants held up by suspenders. He was erect and skinny, with a look that rarely corresponded to the situation, the way deaf people have of looking.

When he had things arranged on the table, he pulled the drill toward the dental chair and sat down to polish the false teeth. He seemed not to be thinking about what he was doing, but worked steadily, pumping the drill with his feet, even when he didn't need it.

After eight he stopped for a while to look at the sky through the window, and he saw two pensive buzzards who were drying themselves in the sun on the ridgepole of the house next door. He went on working with the idea that before lunch it would rain again. The shrill voice of his eleven-year-old son interrupted his concentration.

"Papa."

"What?"

"The Mayor wants to know if you'll pull his tooth."

"Tell him I'm not here."

He was polishing a gold tooth. He held it at arm's length, and examined it with his eyes half closed. His son shouted again from the little waiting room.

"He says you are, too, because he can hear you."

The dentist kept examining the tooth. Only when he had put it on the table with the finished work did he say:

"So much the better."

He operated the drill again. He took several pieces of a bridge out of a cardboard box where he kept the things he still had to do and began to polish the gold.

"Papa."

"What?"

He still hadn't changed his expression.

"He says if you don't take out his tooth, he'll shoot you."

Without hurrying, with an extremely tranquil movement, he stopped pedaling the drill, pushed it away from the chair, and pulled the lower drawer of the table all the way out. There was a revolver. "O.K.," he said. "Tell him to come and shoot me."

He rolled the chair over opposite the door, his hand resting on the edge of the drawer. The Mayor appeared at the door. He had shaved the left side of his face, but the other side, swollen and in pain, had a five-day-old beard. The dentist saw many nights of desperation in his dull eyes. He closed the drawer with his fingertips and said softly:

"Sit down."

"Good morning," said the Mayor.

"Morning," said the dentist.

While the instruments were boiling, the Mayor leaned his skull on the headrest of the chair and felt better. His breath was icy. It was a poor office: an old wooden chair, the pedal drill, a glass case with ceramic bottles. Opposite the chair was a window with a shoulder-high cloth curtain. When he felt the dentist approach, the Mayor braced his heels and opened his mouth.

Aurelio Escovar turned his head toward the light. After inspecting the infected tooth, he closed the Mayor's jaw with a cautious pressure of his fingers.

"It has to be without anesthesia," he said.

PLEASE CONTINUE ON THE NEXT PAGE

(Continued)

"Why?"

"Because you have an abscess."

The Mayor looked him in the eye. "All right," he said, and tried to smile. The dentist did not return the smile. He brought the basin of sterilized instruments to the worktable and took them out of the water with a pair of cold tweezers, still without hurrying. Then he pushed the spittoon with the tip of his shoe, and went to wash his hands in the washbasin. He did all this without looking at the Mayor. But the Mayor didn't take his eyes off him.

It was a lower wisdom tooth. The dentist spread his feet and grasped the tooth with the hot forceps. The Mayor seized the arms of the chair, braced his feet with all his strength, and felt an icy void in his kidneys, but didn't make a sound. The dentist moved only his wrist. Without rancor, rather with a bitter tenderness, he said:

"Now you'll pay for our twenty dead men."

The Mayor felt the crunch of bones in his jaw, and his eyes filled with tears. But he didn't breathe until he felt the tooth come out. Then he saw it through his tears. It seemed so foreign to his pain that he failed to understand his torture of the five previous nights.

Bent over the spittoon, sweating, panting, he unbuttoned his tunic and reached for the handkerchief in his pants pocket. The dentist gave him a clean cloth.

"Dry your tears," he said.

The Mayor did. He was trembling. While the dentist washed his hands, he saw the crumbling ceiling and a dusty spider web with spider's eggs and dead insects. The dentist returned, drying his hands. "Go to bed," he said, "and gargle with salt water." The Mayor stood up, said goodbye with a casual military salute, and walked toward the door, stretching his legs, without buttoning up his tunic.

"Send the bill," he said.

"To you or the town?"

The Mayor didn't look at him. He closed the door and said through the screen:

"It's the same thing."

PLEASE CONTINUE ON THE NEXT PAGE

H-420000-B1B-3

(Continued)

F. Is this a good story?

○ Yes

○ No

G. What was it about the story that led you to choose the answer you did in Question F? Write your answer on the lines below.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

NAEP No.: R-420000-B1B-3 *

Exercise Type: Parts A,B,C,D,E,F- Multiple Choice
Part G - Open Ended

Passage Type: Literary / Other Prose

1979-80 Objective: Parts A,B,C,D,E - Comprehends written works
Part F - Values reading and literature
Part G - Responds to written works in interpretive and evaluative ways

1979-80 Subobjective: Parts A,B,C,D - Comprehends textual relationships
Part E - Comprehends propositional relationships
Part F - Values the benefits of reading for the individual
Part G - Evaluates written works

NAEP Scoring: Parts A,B,C,D,E,F - Machine Scored
Part G - Hand Scored

Ages			17
National Results:	04*	A	88.13
	04*	B	69.14
	02*	C	81.72
	02*	D	75.83
	03*	E	90.06
	01*	F	50.55
	00	G	8.43
	01	G	3.27
	02	G	48.09
	03	G	29.90
	06*	G	9.78
	07	G	.18
	08	G	.04
	09	G	.31
	01	GC	53.81
	01	GF	2.05
	01	GSR	66.37

1979-80
Package Exercise: 0705

Total Time in Seconds: 0591

Source Information: "One of These Days" from NO ONE WRITES TO THE COLONEL and Other Stories, by Gabriel García Márquez, translated from the Spanish by J. S. Bernstein. Copyright c 1968 in the English translation by Harper & Row, Publishers, Inc. Reprinted by permission of the publisher.

* The range of response codes for this exercise has been condensed slightly, so that score points 2 and 4 have been combined into 2, and 5 and 6 have been combined into 6*. 6* is considered acceptable, all other responses are unacceptable. In addition, the score points marked as C, F, or SR refer back to the scoring guide second categorizations of content, form and subjective reaction.

SCORING GUIDE--RESPONDING TO LITERATURE
EVALUATING LITERATURE

Applying Criteria to Evaluate Stories
"One of These Days"
H-420000-B1B-3
Age 17, Package 7, Exercise 5

General Scoring Rationale: Since the objective referring to the evaluation of written works states that "it is important that readers be able to articulate their criteria," respondents should explain the reasons or criteria for their evaluation. To be successful, responses should provide examples from the text that relate to those criteria. Plot summary can be viewed as minimal support for various criteria; however, the best papers should also consider such aspects of the text as setting, plot and character development, meaning/message, clarity of language, relevance or believability.

Scoring Guide Categories:

I. First Categorization--Presentation and elaboration of evidence.

1 = No criteria or evidence given. Respondent copies part of the text or gives a close paraphrase or circular response, such as: "It was good because it was good," "I liked it," "I didn't like it," or "I've heard it before." Nonsensical, or wildly inaccurate statements are given.

2 = Gives a vague or unelaborated criterion. A broad, sweeping generalization or personal assertion is made, which does not necessarily have to restate the phrase "It was good/bad--." This response almost could have been given in absence of having heard or read the story. It could apply to almost any story. It was--exciting, interesting, had a good plot, and so on (broad general adjectives).

3 = Retells or gives summary or one vague criterion with synopsis as evidence. The summary may refer to part or all of the story; it may be cryptic or lengthy and well written. This includes any citing of content of story (as long as it is not basically copying).

4 = Gives two or more unelaborated criteria. Responses contain two or more generalizations or personal assertions. (These are longer "2s.")

5 = Gives one criterion elaborated with evidence. Respondent gives one criterion, generalization or personal assertion that is supported with evidence other than retelling or plot summary. It may or may not be accompanied by unelaborated criteria. (It was interesting because . . .; respondent gives something other than plot summary.)

6 = Gives two criteria elaborated with evidence. Respondent gives two or more criteria, generalizations or personal assertions at least two of which are supported with evidence other than retelling or plot summary. These may or may not be accompanied by unelaborated criteria. NOTE: Once a paper meets the criteria listed for a "4," "5" or "6" it does not matter if that response is also accompanied by plot summary.

NOTE: The following types of papers were classified as indicated and received no further scoring:

0 = No response.

7 = Illegible or illiterate.

8 = Totally off task.

9 = "I don't know."

II. Second Categorization--Basis of evidence. Code presence or absence for each of the following:

1 = Content. The evidence is based on the content of the text, for example: "Gives an idea of the old man's way of life."

2 = Form. The evidence is based on the language, style or construction of the text, for example: "It didn't seem to have a beginning or an end."

3 = Subjective reactions. These are responses that judge the worth of all or part of the text, or personal opinions about the actions of the characters, the believability of the plot, the moral of the story, or the genre, such as "I like fairy tales."

NOTE: Second categorization is only for papers with primary categorizations of "2" through "6."

Age 17

Score Point 2

No The story doesn't have any action which would get the reader wrapped up in it.

....

No I was not intressted in it, who wants to hear about a dentist pulling out a tooth of a person he doesn't like.

....

Yes Because it was easy to understand. It told how the people felt about each other in some ways.

....

No The story did not go into enough depth for you to understand what was going on. The story left too many Whats & Whys in your head.

Age 17

Score Point 3

Yes I thought it is so true how people in high places feel they can walk all over the less fortunate people. The dentist got back at the mayor by giving him no pain killer. It really makes you feel sorry for the under-developed countries where you are either sick or poor.

....

Yes Because the dentist was telling and show the mayor how he feel. When he didn't give him anesthsic and the mayor was in pain, that showed the mayor how those twenty dead men felt. It was a very interesting story.

Age 17

Score Point 3 *(Cont.)*

Yes The Mayor seemed like a snob, so I'm glad he had his tooth pulled, And I'm glad it was a Wisdom tooth.

* * * * * * *

Yes Because even though the dentist don't like the Mayor that much he still help the Mayor by pulling his tooth. The dentist didn't let his feelings and pride get in the way of his profession. I feel the dentist was a great man who loved helping other people.

Age 17

Score Point 4

Yes It kept me wondering what would happen next. The dentist did not care that it was the Mayor. He did not put on a front just because the Mayor was an authority. The dentist acted the way he felt. I like the way he behaved.. He did not try to impress the Mayor and he stood up to the Mayor. It was an interesting story.

• • • • • • •

No This selection had little continuity and was written in a third grade vocabulary. The combination of a demented dentist, who has no right to practice dentistry, a haggard mayor, who murders people, a bratty little kid, and two buzzards makes absolutely no sense at all.

Age 17

Score Point 4 *(Cont.)*

No The story doesn't give enough details to even be a Short Story. It doesn't say why the mayor had to pay for the dead men or why they were dead or what had happened. They make the dentist seem idiodic, his expressions never changing. When he seems very strong, alive and proud.

•••••••

Yes Even though it is obviously just a segment of a story, it makes the reader wonder why the Mayor is responsible for the deaths of 20 men. The story must be somehow about the conflict of upper class to lower class, which sounds interesting.

Age 17

Score Point 5

No We are never let in on why the feeling between Mayor & dentist was so bitter. And how did the 20 men get killed. We are always in suspense, never knowing, from beginning to end, what was going on. The story creates mass confusion.

****

Yes Because it makes a person stop and think about the consequences of your acts. Also that everyone should treat other people kindly since they may need your services someday. That when you live somewhere such as the setting in this story, which seems to be communistic, you don't have a choice in your own moral code, values or life-style - it's someone else's choice.

Age 17

Score Point 5 *(Cont.)*

Yes The story about the dentist was good. I thought it was good because it shows us that we must learn to live with people and things we don't like. The dentist obviously didn't like the mayor much, but he still pulled out his tooth.

....

Yes The story "One of These Days" satisfied my intellectual desire for an interesting short story, filled with description, characterization, and political views and attitudes. It was the type of story that compelled me to read on, hoping to learn more about the man Aurelio Escovar and his beliefs. "One of These Days" also had that rebellious tone; one which cries out against political injustice and atrocities.

Age 17

Score Point 6

Yes I think the story was good because, it was interesting. There was a little suspense in it Which I liked. It Showed how people under stress acted. It also showed how somebody could not like a person but still do a good Job.

****

Yes The story was sort of mysterious. When the dentist opened the drawer with the revolver in it I began to wonder about what kind of man he really was. The story also showed how bad the government can be when the mayor said that sending the bill to the city was the same as sending it to him.

Age 17

Score Point 6 *(Cont.)*

Yes It seemed to build up well & it got me interested in the relationship between the two men It brought out the conflict & tension between them. However, it would strike me to be a much more potent story if they would expand more on the basis of the conflict because they don't go into any detail on what leaving the 20 dead men have on the story. We just assume the mayor is responsible for their death but we don't really know. It has a good basis & interests me but it could use more explaining.

Age 17

Content

Yes This story brings out a theme for its readers to think about. It makes us realize how authority can at times dominate others and abuse them.

·······

Yes The dentist was bitter toward the mayor. He wanted to pay the mayor back for what had to the twenty men. The dentist probably was able to give him an antistetic, but he wanted the mayor to feel pain.

·······

Yes The story was different. The time of the story was in the 1800's and early 1900's. I like the character (Dentist) very much. He was wise, when it came to deal with the mayor.

Age 17

Content (Cont.)

Yes The story told how the man in a high paltion such as the mayor Colld be manipulateed by a man such as the dentist. The mayor was made unconsciously to feel the anger and despisement of the dentist.

Age 17

Form

No The plot wasn't developed. The reader has no idea why the dentist is acting the way he is.

....

Yes I think it made good use of imagery. You could almost see a laggard town with a sloppy dentist and mayor, with a dirty dusty room.

....

No The story is too incomplete. The author could have put a little more background into the charachters and dentist's resentment for the doctor. Although, I felt that narratively, it was constructed very well.

Age 17

Form (Cont.)

Yes Well I thought the story had a fine plot. The plot wasn't meager. It was put together fine. It was a bit weak on Characterization though. It didn't give much

Age 17

Subjective Reactions

Yes Just the way the story was told and it was about half funny the way the dentist treated the mayor.

****

Yes Because if you don't like the way someone runs something you should let him Know you despise him.

****

No I did not think the story was very informative, enjoyable, or clear. It did not impress me; although perhaps I misunderstood the meaning of the story or the symbolic implication of it.

****

No It is hard to understand. If it was a good story, it would have been easy to understand. A writer is suppose to get across a (purpose) meaning, but the writer of this story didn't.

H-465000-B1B-1,2d

Read the poem below and then answer the questions on the next two pages.

Old Dog

Toward the last in the morning she could not
get up, even when I rattled her pan.
I helped her into the yard, but she stumbled
and fell. I knew it was time.

The last night a mist drifted over the fields.
In the morning she would not raise her head—
the far, clear mountains we had walked
surged back to mind.

We looked a slow bargain: our days together
were the ones we had already had.
I gave her something the vet had given,
and patted her still, a good last friend.

PLEASE CONTINUE ON THE NEXT PAGE

H-465000-B1B-1,2d
(Continued)

D. What emotions and feelings did you have when you read this poem? Describe your feelings in a few words on the line below.

____

E. What was it about the poem that made you feel the way you did? Write your answer on the lines below.

____

____

____

____

____

____

____

____

____

____

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO.

NAEP No.: H-465000-P13-12 *

Exercise Type: Parts A,B,C - Multiple Choice
Parts D,E - Open Ended

Passage Type: Literary / Poems

1979-80 Objective: Part A - Values reading and literature
Parts B,C - Comprehends written works
Part D,E - Responds to written works in interpretive and evaluative ways

1979-80 Subobjective: Part A - Values the benefits of reading for the individual
Parts B,C - Comprehends textual relationships
Part D,E - Demonstrates awareness of emotional impact of written works

NAEP Scoring: Parts A,B,C - Machine Scored
Parts D,E - Hand Scored

Ages			09	13
National Results:	00	A	.27	.01
	01*	A	74.56	78.22
	02	A	15.83	11.88
	03	A	9.35	9.89
	01*	B	41.86	84.07
	03*	C	39.63	82.17
	00	D	9.65	2.70
	01	D	33.09	19.36
	03	D	39.00	36.66
	05*	D	15.66	40.54
	07	D	.44	.06
	08	D	.14	.00
	09	D	2.02	.68
	01	EC	49.68	68.49
	01	EF	.07	1.31
	01	ESR	8.01	17.65
	00	EN	9.65	2.70
	01	EN	39.00	36.66
	02	EN	13.12	28.22
	03	EN	2.07	10.17
	04	EN	.46	1.67
	05	EN	.01	.31
	06	EN		.18
	08	EN	35.69	20.10

1979-80 Package Exercise:	0507	0504
Total Time in Seconds:	0274	0245

Source Information: "Old Dog" p.205 in STORIES THAT COULD BE TRUE by William Stafford. Copyright © 1971 by William Stafford. Reprinted by permission of Harper & Row, Publishers, Inc.

* The range of response percentage values listed for the open-ended portion of this exercise represent both acceptable responses, which are marked with an asterisk (*), and unacceptable responses (all others). In addition, the score points marked with the second alphabetic codes (C,F,SR or N) refer back to the second and third categorizations on the scoring guide. C=content, F=form, SR=subjective reaction, and N=number of pieces of evidence. For convenience, score points 1 and 2 have been combined into 1, and score points 4 and 5 have been combined into 5*. For exercises without a score point 1 on the scoring guide, the percentage value for score point 1 on the documentation page consists of responses from score point 2 only.

SCORING GUIDE--RESPONDING TO LITERATURE
EXPLAINING RESPONSES TO LITERATURE

Emotional Responses
"Old Dog"
H-465000-B1B--1,2
Age 9, Package 5, Exercise 7
Age 13, Package 5, Exercise 4

General Scoring Rationale: The responding to literature objective was formulated to address "deliberate, conscious kinds of interpretation." It was hoped that respondents would not only be aware of their feelings, but be confident about expressing them. Thus, a successful response would both identify an emotion and articulate the characters, events and ideas from the text that contributed to that emotion. Evidence can also be provided from personal experience, other works or special aspects of the construction of the text.

NOTE: Rating should, in general, be done by taking the entire student response into consideration without regard to what is actually written in the space provided for the first part and for the second part of the response. If reasons (substantial) are given in the first part they are valid. The same is true for emotions or feelings identified in the second part. Caution should, however, be used, as this often leads to a tendency to rewrite the responses. Categorizations should reflect, as closely as possible, what respondents actually wrote.

Scoring Guide Categories:

I. First Categorization--Identification and substantiation of personal emotions and feelings. This takes into account both open-ended parts.

1 = Unable to identify emotion or feeling. Respondents do not do the task. They refer to the text, but do not answer even the first question. Examples are:

A. Some material is quoted from the text with no clear identification of the respondent's feeling or emotion.

B. An emotion expressed by a character is identified rather than the respondent's own feeling, for example: "The man was sad."

C. An observation about the story is made: "The title is misleading."

2 = Emotion or feeling identified without substantiation. Respondents name something but cannot go on. They identify emotion(s) and feeling(s) but do not substantiate choice(s) with evidence from the text. Responses tend to provide: 1) circular evidence such as: "It's sad because it's sad"; 2) a copy or close paraphrase of the text; 3) vague reasons like "The way it sounds," "The way the author wrote it," "The words used," "The way it is made"; or 4) only a subjective reaction as substantiation.

3 = Emotion or feeling identified and substantiated with minimal evidence. Respondents identify emotion(s) or feeling(s) and substantiate their choice(s) with only one reason or piece of evidence related to the text.

A. Reason can be directly related to the text, for example: "It was sad because the dog died."

B. Reason can be inferred from the text, for example: "Sad because the dog was her only friend."

C. Reason can be inaccurate, if it is related to the text.

D. Reason can be based on personal experiences or opinions that are related to the text.

E. Reason can refer to (but not retell) specific places in the text, such as: "Because of what it says in the last paragraph."

NOTE: "Sorry for the dog" is identification of feeling/emotion. "Sorry the dog died" is identification and minimal substantiation.

4 = *Emotion or feeling identified and substantiated.* Respondents identify emotion(s) or feeling(s) and substantiate their choice(s) with *at least two* reasons or pieces of evidence *related to the text.* However, the evidence may be presented in an ambiguous fashion or be of the types described in 3C-3E. Reasons must be distinct--not instances of the same reasons as in "(Sad) because the dog was aged and old."

5 = *Emotion or feeling identified and substantiated in a coherent fashion.* Respondents identify emotion(s) or feeling(s) and substantiate their choice(s) with *at least two* reasons or pieces of evidence *clearly* related to the text--directly related or can be readily inferred. The reasons are presented logically and coherently.

NOTE: The following types of papers were classified as indicated and received no further scoring:

0 = *No response.*

7 = *Illegible or illiterate.*

8 = *Totally off-task.*

9 = *"I don't know."*

II. *Second Categorization*--The source of the evidence. Code presence or absence of each of the following:

1 = *Content.* The evidence is based on the content of the text, for example: "About the mist over the field."

2 = *Form.* The evidence is based on the language, style or construction of the text.

3 = *Subjective reactions.* These are responses that judge the worth of all or part of the text, such as: "I don't like dog stories," "I hate to see a dog dead," "It was interesting," or "It was monotomous." Personal opinions about the actions of the characters or personal experiences may be stated, such as: "I had a dog that died" or references to the moral of the story or general philosophical statements are made, such as: "Accept the death of your dog," or "Death is a mystery."

III. Third Categorization--A count of the number of reasons or pieces of evidence. Categorization for the count of details is as follows: (1), (2), (3), (4), (5), (6), (7 or more). NOTE: This count only applies to papers with primary categorization of "3" through "5"; subjective reactions should not be counted as reasons or evidence.

188

Age 9

Score Point 2

afraid

....

I bib not feel enething

....

I think it was very good.
I feel sad about it. But
it was very good. I
liked it alot.

....

I feeled sad for her
I helped her into the road,
but she stumbled and fell
I known it was time

In the morning

Age 9

Score Point 3

Nice drifty and Calm
It was when they said the last Night
misT flew over The fields.

•••••••

I feel sad for the owner.
Because he seemed like he
liked the dog so much
and

•••••••

sad afraid
It made me feel like the end
of the world was coming. because
the dog was going to die.

Age 9

Score Point 3 *(Cont.)*

My emotions were that I felt very sad.
It was the way the author
described how the dog died.

Age 9

Score Point 4

I think it was very sad.
Because: The person
who owned the dog.
Must have really
liked the dog. But
near the end of
the poem the
person acted like
nothing happend.

* * * * * * * *

shocked
That the dog was dead and she
would not get up when she
rattled her dinner pan.

Gay

It made me happy that the person took it. He tried to remember what kind of friend ship they had.

****

Sadness + Happiness

When the old dog died it made me feel very sad but it made me feel very happy to know that the dog was happy in dog heaven.

Age 9

Score Point 5

sad , peaceful

sad that the dog died but peaceful cause it died peacefully.

* * * * * * *

I felt kind of sad for the dog's death. It was that the poor doggy stumbled; and on the next morning he wouldn't raise his head at all; and when the dog died, the girl patted the dog on the head and that was what made me feel the way I said up there↑

Age 9

Score Point 5 *(Cont.)*

I felt scared
Because it said the dog couldn't
move.
And when it said "I knew it was time"
And she would not raise her
head.

* * * * * * * *

I was sad, happy, I thought it was a beautiful poem.
When the man said, our days together were the ones
we had already had. And when the dog died I was
sad. But the poem seemed as if the man was
sort of happy because they had beautiful times
togther.

Age 9

Content

Sad and sorry for the dog.
She couldn't get up and walk. And could
not lift his head. And she and he had
been friends. And couldn't go in the
yard, she stumbled and fell. I felt
very sorry for her.

* * * * * * *

It was sad and like, the dog was suffering.
Because they said that the man
saddled his paw. And the dog
just stumbled. And then
he took him in the yard
and he couldn't walk.

Age 9

Content *(Cont.)*

I felt sadness. It was when the dog stumbled and was not alert.

· · · · · · ·

Kind-of sad.

The two were good companions and the dog couldn't even get up to eat. And the dog stumbled when it tried to get up and walk. And died in peace.

Age 9

Subjective Reactions

It was pretty sad, I wouldn't like to die.
Well if your dog died wouldn't
you feel sad?

****

I feel sad that the dog is dead
I like animals and i cry when
they dy.

****

strange and empty.

I knew that the dog had died.
and when you her of something
dying it makes you feel empty
and strange because you don't want
it to happen.

Age 9

Subjective Reactions *(Cont.)*

Kind of sad,
Well I love dogs. I've had
one for along time, and I'm
deep in love with it, he
is very old. and, it made
me relize what could
happen to me soon, and
how it made her feel

Age 13

Score Point 2

Ithout it wasa good and liked it
It was the way it was written it
was sad I thaught is was very
Good and I enjoyed it

****

I didn't have any

I don't know

****

like I lost a friend

We looked a slow bargin: our days together
were the ones we had already had.

Age 13

Score Point 2 *(Cont.)*

I felt sad and uneasy

The way the author described it. It was in a sad and lonesome way. I felt sorry for the dog and the person, especially the dog

Age 13

Score Point 3

None at all, really

I've heard so many of them. People, dogs, cats, somethings dieing so it doesn't affect me any more as far as in a story goes.

****

I felt sorry for the old dog because it was to weak to move

Age 13

Score Point 3 *(Cont.)*

sad

Well when your dog dies you don't fill happy and glad.

****

understanding

The person in the poem accepted it, so I did also.

Age 13

Score Point 4

I felt the some,

I didn't know the person and I didn't know the dog. So I didn't have anything to do with the dogs death. That's why I feel this way.

....

I felt nothing until I finished the poem. The poem was serene, it made you feel peaceful. And only in time and thought did you know the dog was dead.

It made me feel easy towards death.
The poem described death as
natural, no big deal. The person
in the story accepted the dogs
death-they knew the dog was
going to die sometime. The person
maybe went through

•••••••

The poem gave emotions of sadness
The poem was about the
dogs last day. It was talking
about the memories of walking
the mountains. It was
a sad poem.

Age 13

Score Point 5

It is sad and yet so very happy. Well, the dog is dying and that is sad. But, well, the owner remembers all the happy moments they shared together. The dog's death is so peaceful it is as if it wasn't happening. The owner accepits the dog's death and that mean he is alright

....

Okay It kind of naturistic That it was peacful. Short and could be true. It gives you a nice look at a dogs death.

Age 13

Score Point 5 *(Cont.)*

I felt sad that the dog had died
In the poem in the first
part when the poet said that
the dog stumbled and fell. I
knew that he was very old. In
the morning she would not
raise her head I knew
that ~~I~~ the dog was dead.
After that the person thought
about the experiences with
the dog and I thought that
was sad.

Age 13

Score Point 5 *(Cont.)*

sad & happy

I was happy because she
accepts the death and the
dog dies peacefulley but sad
because a living thing dies
& I'm always sad when
sometring living must pass
on like people or animals not
trees & tring because they
reproduce

Age 13

Content

Sadness, braveness, shock

I think that this poem made me feel sad, because of the drawn out way the poem is written. He keeps talking about death which is very sad. Along with sadness comes shock.

He also shows braveness Because he accepts the dog's death.

Age 13

Content *(Cont.)*

a good feeling and not sad
where it said about looking back on the good times
they had and about where
the dog was patted and
was a good last friend.

....

death isn't no joke

The last paragraph it
said about all the good
times they had but
will never have them again
and is accepting the fact
his dieing

I sort of felt sad.

The way the old dog did not respond to things and in the morning to dog could not lift it's head. Also the last part how the owner felt when the dog died.

Age 13

Form

It was sad.

Just the way the said it, I guess. They used a lot of adjectives and it made it even more beautiful.

****

poordog.

it didn't rhyme so it didn't interest me.

****

not unusual

Things that are short I dont put to much feelings into

Age 13

Form *(Cont.)*

I felt sad, but not tragic. I felt peaceful.

The soft, easy, and sad way the poem was written made me feel the way I did. The poem was written in a way that death is natural, happens everyday, and happens to keep a cycle going. It was written in a loving, caring way.

Age 13

Subjective Reactions

I felt moved and touched by the boy
the way he accepted the dogs death
I don't think I could be that brave.

....

This poem gives me a great Feeling. I've had this situation.
Because, about 5 months ago my dog died of
natural causes. I did except the fact that
he was gone. This peom makes me Feel
like I'm not alone.

....

it was dum.
Because sad peoms are mostly
dum. And I didn't like
that poem anyway!

Age 13

Subjective Reactions *(Cont.)*

I felt sad.

I love animals alot and once had a dog that died in my arms and I cried for 2 weeks.

H-467000-B1B-2,3

Read the poem below and then answer the questions on the next two pages.

Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin'
And life for me ain't been no crystal stair.

PLEASE CONTINUE ON THE NEXT PAGE

H-467000-B1B-2,3
(Continued)

C. Is this a good poem?

○ Yes

○ No

D. What was it about the poem that led you to choose the answer you did in Question C? Write your answer on the lines below.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

NAEP No.: H-467000-B12-23 *

Exercise Type:
Parts A,C - Multiple Choice
Part D - Open Ended

Passage Type: Literary / Poems

1979-80 Objective:
Part A - Comprehends written works
Part C - Values reading and literature
Part D - Responds to written works in interpretive and evaluative ways

1979-80 Subobjective:
Part A - Comprehends textual relationships
Part C - Values the benefits of reading for the individual
Part D - Evaluates written works

NAEP Scoring:
Parts A,C - Machine Scored
Part D - Hand Scored

Ages			13	17
National Results:	02*	A	69.54	87.53
	01*	C	68.84	81.72
	00	D	6.10	3.06
	01	D	6.01	3.15
	02	D	35.91	28.10
	03	D	46.64	57.49
	06*	D	4.31	8.06
	07	D	.16	.13
	08	D	.05	.00
	09	D	.82	.01
	01	DC	63.70	76.65
	01	DF	17.10	11.56
	01	DSR	30.10	33.31
1979-80 Package Exercise:			0907	0908
Total Time in Seconds:			0204	0189

Source Information: "Mother to Son" by Langston Hughes. Copyright 1926 by Alfred A. Knopf, Inc. and renewed 1954 by Langston Hughes. Reprinted from SELECTED POEMS OF LANGSTON HUGHES, by permission of Alfred A. Knopf, Inc.

* The range of response codes for this exercise has been condensed slightly, so that score points 2 and 4 have been combined into 2, and 5 and 6 have been combined into 6*. 6* is considered acceptable, all other responses are unacceptable. In addition, the score points marked as C, F, or SR refer back to the scoring guide second categorizations of content, form and subjective reaction.

SCORING GUIDE--RESPONDING TO LITERATURE
EVALUATING LITERATURE

Applying Criteria to Evaluate Poems
"Mother to Son"
H-467000-B1B-2,3
Age 13, Package 9, Exercise 7
Age 17, Package 9, Exercise 8

General Scoring Rationale: Since the objective referring to the evaluation of written works states that "it is important that readers be able to articulate their criteria," respondents should explain the reasons or criteria for their evaluation. To be successful, responses should provide examples from the text that relate to those criteria. Plot summary can be viewed as minimal support for various criteria; however, the best papers should also consider such aspects of the text as setting, plot and character development, meaning/message, clarity of language, relevance or believability.

Scoring Guide Categories:

I. First Categorization--Presentation and elaboration of evidence.

1 = No criteria or evidence given. Respondent copies part of the text or gives a close paraphrase or circular response, for example: "It was good because it was good," "I liked it," "I didn't like it," or "I've heard it before." Nonsensical, or wildly inaccurate statements are given.

2 = Gives a vague or unelaborated criterion. A broad, sweeping generalization or personal assertion is made which does not necessarily have to restate the phrase "It was good/bad--." This response almost could have been given in absence of having heard or read the poem. It could apply to almost any poem. It was--exciting, interesting, had a good plot, and so on (broad general adjectives).

3 = Retells or gives summary or one vague criterion with synopsis as evidence. The summary may refer to part or all of the poem; it may be cryptic or lengthy and well written. This includes any citing of content of poem (as long as it is not basically copying).

4 = Gives two or more unelaborated criteria. Responses contain two or more generalizations or personal assertions. (These are longer "2s.")

5 = Gives one criterion elaborated with evidence. Respondent gives one criterion, generalization or personal assertion that is supported with evidence other than retelling or plot summary; it may or may not be accompanied by unelaborated criteria. (It was interesting because . . .; respondent gives something other than plot summary.)

6 = Gives two criteria elaborated with evidence. Respondent gives two or more criteria, generalizations or personal assertions at least two of which are supported with evidence other than retelling or plot summary; these may or may not be accompanied by unelaborated criteria. NOTE: Once a paper meets the criteria listed for a "4," "5" or "6" it does not matter if that response is also accompanied by plot summary.

NOTE: The following types of papers were classified as indicated and received no further scoring:

0 = No response.

7 = Illegible or illiterate.

8 = Totally off task.

9 = "I don't know."

II. Second Categorization--Basis of evidence. Code presence or absence for each of the following:

1 = Content. The evidence is based on the content of the text, for example: "It was about the crystal stair."

2 = Form. The evidence is based on the language, style or construction of the text, for example: "There was so many misspelled words" or "Poems are supposed to rhyme."

3 = Subjective reactions. These are responses that judge the worth of all or part of the text, or give personal opinions about the actions of the characters, the believability of the plot, the moral of the poem, or the genre, such as: "I like poetry."

NOTE: Second categorization is only for papers with primary categorizations of "2" through "6."

Age 13

Score Point 2

Yes I think it is a good poem because it tells you how life is. It is the truth about how life is.

•••••••

No You don't know if she mad happy, angry, sad or anything it don't make sence I don't like it I never did like poems anyway.

•••••••

No the way the lady talked! her (accent)

•••••••

No Nothing rymed or anything

Age 13

Score Point 3

Yes I think that she has a good point because what she was trying to say was everything in life won't be wonderful and nice and that no matter how ruff things got never to give up.

•••••••

Yes I almost said no But it gave the way life really is. I think the boy will be ready for life the hard parts of it. He might also just want to show his mother he can do it

•••••••

Yes I like the way the mother described her life and the way she encouraged the little boy not to quit on his life to just keep going and there may be something in life for him.

Age 13

Score Point 3 *(Cont.)*

No I thought the poem
was dum and stupid.
It was expect to be
encouragingly, to see
somebut it didn't sound
very encouragingly to me.
Who ever thought of crystal
stairs, That's dumb!!

Age 13

Score Point 4

Yes It had very good meaning. The mother is very honest in what she is trying to say. It doesn't have to rhyme but its good because of the meaning.

. . . .

No To me it does not seem much like a poem and I don't like that kind of language

. . . .

Yes It was good because it made good comparisons. The mother didn't use good English and it made the poem sound humerous

Age 13

Score Point 4 *(Cont.)*

Yes The poem was written differently than most poems, and that made me want to read it. Also what was said in the poem is true of our life today, we're always striving to get to the top.

Age 13

Score Point 5

No The woman didn't speak correctly. Nobody would want to compare her life with some beaten up old stairs. It gives a bad influence on the boy. He would probably think his life would be the same.

****

Yes This poem has a meaning. It also has character. Even though the person talking may not have been educated, they knew enough about life to keep trying and work hard and get ahead and never quit.

Age 13

Score Point 5 *(Cont.)*

Yes It's sort of modern + it keeps you interested. It's true what it said - how her life was difficult with obstacles in her way + warned her son + told him not to get discourged if he meets those obstacles

* * * * * * * *

Yes Because she was giving her son an example of life. She was telling him it's not all fun and games but there's a lot of hard work in it to. She's telling him not to give up but keep on trying because she don't want him to be a loser.

Age 13

Score Point 6

Yes I feel it is a good poem because L. Hughes is saying that life was never really good it had prejustice (tacks), discrimination (splinters) and other misfortunes. He uses irony instead of saying it right out since it would catch the readers eye so he would the entire poem and think about it & so he might read between the lines and under-reach not just whats written a on the top surface.

****

No It just didn't make sense. Like what is a crystal stair? I don't like the way the language's written either. Why couldn't she talk normal? I did like the advice though, to keep going to you get to the top.

Age 13

Content

Yes Well i think that parents should encourage their children to do what is right and do good work and to set goals higher and higher until you are saticfied with what and who you are. And that is what i think the poem was about.

****

Yes It is a very good encouraging poem about life. You always have to work for what you want, you have to strive to be the best.

You have to face the problems of life and deal with them, not avoid them!

Yes It shows how hard life is for some people. And how people always Climbing and reaching for greater heighth's. But the poem also shows that the lady telling this to her son is no quitter. Even though what she's saying sounds hopeless I also feel that when the lady said "Dont fall now" & "dont turn back she meant don't give up no matter what happens.

****

Yes It told of how she thinks life is, she tells her son that even if some clouds cover your sun, there is still at least 1 ray of hope left.

Age 13

Form

No I don't like the way this poem was written. The meter is unsteady, and I like a steady meter. I don't like the rhyme pattern either.

* * * * * * *

Yes The poem explains life almost like it is. I think it is an excellent poem because it uses terms and things used in everyday ordinary life-- stair cases & stairsteps! Just like it say in the poem you do turn corners, landings and more steps until you reach the home in the sky -- HEAVEN!

Age 13

Form *(Cont.)*

Yes The jargon of the mother was consistant and gave the poem a nice flair. It also touched in a subject everyone must be confronted with at one time: how to succeed in the world.

I........

No It was O.K. but it would have been easier to read if it hadn't been written in, whatever you call it, southern, slang, like the hicks or something like that otherwise it would have be good

234

Age 13

Subjective Reactions

Yes Because its true. Life isn't
grand. There is going
to be a lot of
heartaches. But you
have to keep on. Don't
give up. It's going to
be hard sure but
you don't stop.
This poem summed
it up. Everyone ought
to be able to
understand it.

• • • • • • •

No No, Because I thought that it was boring
all you hear is problems problems +
problems I have enough of my own.

Yes It's comparison is very neat and very impressive. I feel that it's that way for almost anyone. We've got problems. Ups and downs. Nobody's perfect is what I've learned.

* * * * * * *

No It think this person looked on life with the wrong attitude, especially to someone younger's. Older people should set better examples about life than the writer of that poem did.

Age 17

Score Point 2

Yes It makes sense.

****

Yes In its own slang way it
had a great point

****

Yes The poem makes You want to
Do better Things with Your life.

****

Yes It is the way life happens
for most people.

Age 17

Score Point 3

Yes I chose "yes" because its mostly true Life ain't no crystal stair, you can't mess around with Life, because you only Live once, and you've got to make the best of it.

• • • • • • •

No Because it really doesn't sound Right to tell your kid that life is pretty Bad. Just let him find out for himself because his life might end up being good instead of Bad. once you tell him that he'll keep thinking that.

• • • • • • •

No I think that the mother is just trying to make the son feel sorry for her. She's just jealous because things are better for her son than for her.

Yes Because it telles exactily what life can be like with all of the problems one has to face. The mother telles her son not to give up when the going gets rough because you can make it, even though you think you're at the end of your rope, you can still go on - she has proved it.

Age 17

Score Point 4

Yes The poem was easy to understand in that I could see how life could be compared to climbing up some worn-out steps. The poem caught my attention, also.

* * * * * * *

Yes It is written in clear, standard sentences, using good imagery.

* * * * * * *

Yes It was an ecourging poem, and also a true poem. Life is hard, but you can't give up. The mother in this poem is very wise. She wants her son to do his best and never give up. That's what living is all about.

Age 17

Score Point 4 *(Cont.)*

Yes I like This poem because I like The attitude of life the mother has. She had hard times but, as she Tells her child, she got Through Them. We all have bad Times & its good to pass This information along to our children.

Age 17

Score Point 5

Yes i choose the "yes" answer because you can't give up in life because of a few bad times You must fight for what you belive + keep on fighting until you win! The motto is never give up without a fight.

•••••••

Yes Because the poem is true life isnt a crystal stair. Life isnt as easy as it seems to be. you have to work for everything you get now days. money doesn't grow on trees. The mother is warning her son of how life is and how it will be when its time for him to go out on his own

Yes I think its a good poem because I like the way she compares it to the stairs. Everything about the comparisons are true, ~~that~~ you have to keep on going no matter how rough it gets, and when you reach your goal you can say I made it and be proud.

……

Yes I think this is an excellent poem because, when I finished reading it, I felt a feeling of renewed courage and strength to face outside again. It made me think that my life is just as bad as the next person and never to give up when I'm feeling discouraged.

I liked this poem very much.

Age 17

Score Point 6

Yes I feel that it is a good poem because it is true. Life is very complicated and you will encounter many problems. It is all part of becoming a fully integrated person. Combining your rational and irrational mind. Your Apollo and Dionysus. It is also a very touching poem, because of the way the mother is giving her son guidance.

• • • • • • •

Yes Because it shows that life has its ups and downs but you have to take them in stride and keep pushing yourself. It is a realistic comparison to life and it makes me feel close to the author because I have been thru ups and downs and we have to keep going like she did.

Age 17

Score Point 6 *(Cont.)*

Yes This poem is good, because it is filled with optomism and idealism. The mother, throughout all of her expieriences, both bad and good, has been able to "keep her sunny side up." She is encouraging her son to do the same. Another feature that gives this poem quality is the style of writing. The grammar in it infers that the mother may not have had an advanced education. and writing a poem without that kind of education gives the poem a certain deep, affectionate quality.

Age 17

Content

Yes I think the message is really true. Everybody is going to have trouble sometime in their life but the troubles make you a better person so you need to keep trying.

•••••••

Yes I like the analogy the mother makes. She's telling about the road of life and how it has treated her. She has a positive attitude about living and is trying to share this feeling with her son. Her optimism is admirable.

•••••••

Yes I like the moral of it - don't ever give up. Life isn't easy the whole way through. It has its sufferings and hardships but it also has its joys. But one must work his way there, and it's not a "piece of cake." I suppose the main reason I like the poem is that I can relate to it.

Age 17

Content (Cont.)

Yes Life isn't easy. You can't stop and
look back at what you did. You can't
just stop life. It just keeps going
and you have to deal with it.
You have to deal withit with
each day that comes - take it
one step at a time.

Age 17

Form

No because the mother does not use correct english and does not even make any sense. It is not a very logical poem.

****

Yes The poem used a metaphor: Comparing life to an old staircase. The word choice is good. It touches a place in a reader's heart.

****

Yes I think that the mother had a perfect similie of life. The staircase depicts life perfectly. It shows courage, the mother kept on going.

****

Yes It does an excellent job explaining the analogy presented. Even if you disagree with the premise you must admire the skillful use of extended analogy and dialect.

Age 17

Subjective Reactions

Yes It makes you think about life. It encourages you to keep on climbing the stairs in your life just like your mom. It gave me the feeling of wanting to go on to find my future - my destiny. I liked the way this poem was written. It made you stop and think.

****

Yes I like the comparison to real life that is used. It is easy to understand what the author is trying to put across. It is a realistic sort of poem pointing out that life does have its rough spots.

Age 17

Subjective Reactions *(Cont.)*

Yes A poem should explain how a person feels their Troubles what they want/need. It should express strong emotions and this one does. A poem should help a person to feel that they aren't the only people in the world that feel a certain way And this one does.

****

No Because it was really sad for them to have a bad life like that. I hope that no one ever have to think and live that way. There's not enough people in the world today that really cares a great deal.

Read the poem below. Then write an essay about an important idea or theme of the poem. In your essay tell how such things as the images, events, sound and structure contribute to this idea or theme. We are interested in what you have to say, not your spelling and punctuation. Write your essay on the lines provided on the next two pages. You will have 9 minutes to read the poem and write your response.

i was you

i smiled
your smile
till my mouth
was set
and my face
was tight
and it wasn't right
it was wrong
i was you baby
i was you too long

i said
your words
till my throat
closed up
and i had
no voice
and i had
no choice
but to do your song
i was you baby
i was you too long

i lived
your life
till there was
no me
i was flesh
i was hair
but i wasn't there
it was wrong
i was you baby
i was you too long
and baby baby
the worst thing
to it
is that you let me
do it
so who was weak
and who was strong
for too long baby

PLEASE CONTINUE ON THE NEXT PAGE

H-469000-B1B-3
(Continued)

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

H-469000-B1B-3

(Continued)

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

NAEP No.: H-469000-B1B-3 *

Exercise Type: Open Ended

Passage Type: Literary / Poems

1979-80 Objective: Responds to written works in interpretive and evaluative ways

1979-80 Subobjective: Analyzes written works

NAEP Scoring: Hand Scored

Ages		17
National Results:	00 A	3.94
	01 A	12.44
	02 A	57.85
	04 A	18.96
	06* A	4.65
	07 A	.83
	08 A	.57
	09 A	.75

1979-80
Package Exercise: 0508

Total Time in Seconds: 0570

Source Information: "i was you" from ON MY WAY TO WHERE by Dori Previn published by Saturday Review Press, 1972. Used by permission of the publisher.

* The range of response codes for this exercise has been condensed slightly, so that score points 2 and 3 have been combined into 2, and 5 and 6 have been combined into 6*. 6* is considered acceptable, all other responses are unacceptable.

SCORING GUIDE--RESPONDING TO LITERATURE
ANALYZING LITERATURE

"i was you"
H-469000-B1B-3
Age 17, Package 5, Exercise 8

General Scoring Rationale: The objectives state that students should be able to turn to a text and attend to special aspects, such as the stylistic conventions employed, the format, structure or areas of multiple meaning. A successful analysis goes beyond interpretation, providing a theme or meaning, and discusses in what way particular features--images, sounds, events and structure--of the poem contribute to the theme.

Scoring Guide Categories:

1 = No analysis. These responses only evaluate the poem or its features or make empty or glancing references to various features. Examples are: "All and all this poem was pretty and I enjoyed it," "It did have a lot of phrases that rhymed," "The poem presented poor images and events," "The structure was catchy," or "The sound is your singing a song."

Some category "1" responses do include brief allusions to the poem. However, these mentions of text are not considered synopsis. Also, wildly inaccurate interpretations of the poem and nonsensical responses should be placed in this category.

2 = Synopsis. These responses mainly retell or summarize the poem. Although some may include evaluations and empty or glancing references to other features, sometimes a brief synopsis can be embedded in an evaluation. If so, place it in category "2." The same is true of some references to images. When the meaning of an image is not given, but part of the poem is repeated, then the response can be placed in category "2." Also, responses that include glancing references to a number of features including events should be placed in this category. In summary, a "2" response at least retells, summarizes, or refers to particular parts of the poem. However, it does little else of substance in terms of analyzing the poem.

3 = Theme. These responses state an idea or theme of the poem, but do little of substance. They do not include synopsis or relevant discussions of other features. Some may include evaluations, glancing references to features, or "philosophizing" about their theme that is not particularly relevant to the poem. In other words, some "3" responses may go off on tangents (initiated by the theme) which are not text based. A paper with no theme statement, but a substantive statement of one feature other than events should also be placed in this category. For example: "An image is given." Some themes are: "It presented the idea of weakness in people," "The basic idea of the poem is how love hurts when misused or mishandled," "The theme is that you should not try to be somebody else," or "Always be your own person."

With a poem in particular, the difference between "synopsis" and "theme" is often a fine distinction. Yet the basic difference is whether or not the idea/message is stated as a generalization. Synopsis can involve hypotheses about meaning yet this is usually interpretation not generalization, for example: "I think it means he/she lost his/her identity." Also, some "3" responses elaborate their generalization to the point of directly referring to parts of the poem, such as: "By living by someone else's feelings, views, likes, and dislikes, talks and walks, you do not have an identity of your own." However, these should still be placed in category "3."

4 = Minimal evidence of analysis. Some of these responses state an idea or theme of the poem and relate events in the poem (plot summaries may be quite thin). References to specific parts of the text qualify as synopsis. Other responses placed in this category discuss at least two features, one can be events (synopsis), in a substantive manner--however, there is no statement of theme.

5 = Evidence of analysis. These responses state an idea or theme of the poem and include a substantive statement about at least one feature other than events (synopsis). For example, the structure might be discussed, such as: "The short lines and the choice of words suggest that this person is still not himself" or "The structure of this poem brought a melody of music, as though it were the lyrics of a soft-spoken song of tearful anger." These responses may also include synopsis or any of the other characteristics of papers placed in categories "1-4."

However, the major drawback with category "5" papers is that they may be brief (include only one substantive statement), or, if they do include discussions of several features, the features explained or even elaborated do not all relate or refer back to the idea/theme proposed in the response. The relationship between the stated theme or idea of the poem and the discussion of the features is not explicit or even readily implicit.

6 = *Integrated analysis*. These responses state an idea/theme and discuss *at least two* features, one can be events (synopsis), in a substantive manner. They often have the components of "5" papers, yet the discussion of the features does relate to the proposed idea/theme. These are coherent, organized responses.

NOTE: The following types of papers were classified as indicated and received no further scoring:

0 = *No response*.

7 = *Illegible or illiterate*.

8 = *Totally off task*.

9 = "*I don't know*."

Age 17

Score Point 1

This poem was alright, but I've read better poems. I don't think it had a very good idea to it. I really am crazy about poems. I love to read and write them. This poem didn't really have a good idea to it. It was just sort of blaw. It seems to me whoever wrote it, didn't spend very much time thinking and putting it together. Just sort of like a spur of the moment thought.

Age 17

Score Point 1 *(Cont.)*

The images in my mind really contributed to the poem The Structure was really great Events were terrific It was a really great poem Everything about it was great The Sound was really nice It was very well written, Composed and thought out. I really liked it. The words rhyming together in harmony

* * *

I Did not like it Cause NO one can be someone Else.
I thought was stupid cause I don't think it had any purpose at all, for me or maybe anyone else and the baby has to go it does not fit in this Poem.

Age 17

Score Point 1 *(Cont.)*

I didn't enjoy the poem. It had no humor and there seemed to be no point to it. It was written on a low level. There is, however, a lesson I suppose if you look deep enough. The poem appears to have been written by someone with a low mentality. I think the author could have gotten his point across much better if he would have used satire, humor or even more intelligen wording.

Age 17

Score Point 2

I really didn't understand it, but
think it was about a person who was
trying to imitate another person, and
found out that you should just be
yourself.

****

I liked the poem but it was an
odd poem. I think the narrator was trying
to say that he was grown up now and
didn't want to be a baby anymore. He looked
at the baby and seemed to pitty him for he
too has to grow up. It was like nothing
made sense to him when he was a baby.
He couldn't talk, he couldn't do anything and
that it was just a blaze through time.
He didn't want to become a baby and not know
what's going on in life.

The important idea was that someone, had given everything to another. It seems as this person was a part of the other. This persons was putting the blame on the other when he says, "Why did you let me do it." Which I don't think is right. This person has no one else to blame but himself for being weaker than the other, and for not even knowing it.

****

The image of the poem was about a mother caring for her child all her life. The poem tell how the mother lived the childs life.

Age 17

Score Point 3

The theme of the poem is to be yourself. Don't act like someone else for any reason whatsoever. If you lose your identity you're lost. Don't ever let anyone be so dominant that you quit being you and become something else. You should always be yourself, act natural, not fake. It will win admiration from people in the long run. Sooner or later you'll have to be yourself so you might as well be strong and do it now.

•••••••

The person is trying to say that you can try to be like someone else, but it won't work. You have to be yourself or you will never be happy.

The theme to this seems to be that you have establish an authentic self identity before you can have a relationship. You have to know & develop yourself before you can share a part of you with someone. If you haven't achieved this self-identity yet then just keep getting to know who you are: what your morales, values & thoughts about everything is.

It is acceptable to acquire certain traits from other people but you should still be an individual & not become that person

Age 17

Score Point 3 *(Cont.)*

The major theme of the poem is one must act in accordance to himself. He must not try to be someone else, even if in love. When people try to change themselves into someone else, they get short-changed. A person is a person by spirit, not by flesh. It is not right for anyone to take away the ideas and spirits of a person for their own benefits. The person that is strong is the person that can be himself.

Age 17

Score Point 4

The poem's lack of punctuation indicates a stream of consciousness writing technique. Taking the images as they proceed in the poem — the persona's own smile being lost then his voice and his personal meaning of life disappearing indicates that the author changed himself for someone else, possibly someone he loved, and lost his own personality. The personality he assumed wasn't appropriate for him. This is seen as he describes the assumed smile as being too tight, the artificial words strangling his throat, and his body being a mere facade and not containing himself or his real beliefs. Apparently, the persona assumed a personality

(Continued)

Age 17

Score Point 4 *(Cont.)*

that pleased someone else and that other person didn't care enough about him to tell him to be himself. The use of the small letter indicating himself indicates a lack of self importance

* * * * * * *

The poet is pointing out how people tend to depend on others to much. This is shown in todays "Fads." Clothing, education, even moral values are all influenced by other people. So, we rely on others for our opinions of other things and even ourselfs, and the poet is trying to break away. His feelings on society's are shown by saying "I was you," He was going along with society's trends.

The poem is trying to get across the idea of individualism. The person "talking" was trying to be something he wasn't. By doing so, he hurt himself and now has to pay the consequences. Individualism is very important. Being yourself, meeting your own goals & living your own life are essential. If a person wishes to be uninvolved, then fine, let him. However, this person will also never feel joy or satisfaction either. You can lock yourself into a closet & toss away the key. You will never feel pain or sorrow again, but you will never know happiness. In our society today, participation is imperative to our way of life. To participate & follow through with your own ideas one has to be a strong individual. A conformist gains nothing in the end.

The poem evidentally wants you to be your self. To be some one else is wrong. The writer smiled the wrong persons smile. They talk another persons way. They didn't have their own voice. They lived a life style that did not belong to them. These things aren't at all right. The writer got his point through to me no problem. The words were small and easy to understand. But the meaning was big. To use such small words to get such a big meaning, out of a poem, is the work of a great mind! You could see two people next to each other looking very similar but deep down inside they are probably very different.

Age 17

Score Point 5

In the poem, "I Was You", the feelings given are bitterness and anger, such as to a relationship that never worked out or turned out for the worst. It shows that love is tender and flexible, and cannot be misused or mishandled. the Structure of this poem brought a melody of music while I was reading it, as though it were the lyrics of a soft-spoken song of tearful anger. the basic idea of the poem is how love lasts, when mis-used or-handled, as I already have pointed out.

* * * * * * *

The theme expressed is you should not try to misprotect someone. The author feels he has deprived someone of living freely as a mother can do to a child or a plantation owner did to his slaves in earlier years. He used things physical like "i smiled your smile..." and "i said your words..." as examples of not letting his "slave" speak or make decisions for himself. But then he asks who is to blame, because his "slave" didint fight back.

The theme of this poem is the necessity for all human beings to be individuals. The image of togetherness in this poem is shown by how this person tries to imitate the other's However, one cannot be another person, one must be himself. It is the ability to adjust your ways and some of your partners where "true" togetherness is achieved.

The words "... i was you too long" are repeated, thus emphasizing the ignorance or inability of man to compromise and reach a common sense for togetherness. This poet is attempting to enlighten us, by giving us an illustration of why imitating your partner is the wrong way of togetherness The poem shows what can happen

Age 17

Score Point 5 *(Cont.)*

This poem seems to be describing an incid personality one that never was shown to anyone else. It gives an impression of someone who is bottled up. The short lines contribute to the impression descibed above It seems that it's trying to get across to you that a week person won't let his real personality show but cover it up inside in favor of a "stranger" one. It says that we should let our real person out before it's to late

Age 17

Score Point 6

People are controlled by outside forces most of their lives. One day you realize you are living a lie and you become yourself, released from that inner force that controls you. "You let me do it so who was weak and who was strong." People are controlled by this force. Peer pressure is a good example of thi Many teens are subjected to this and do not even realize it but are too weak to be theirself

The way the poem is written reflects someone ignorant of the fundamentals of writting, no punctuation, i instead of I. This same ignorance is in all of us in failure to be ourselves

Score Point 6 *(Cont.)*

The important idea of this poem is that when we aren't ourselves and try to be someone else, that someone else has power over us. We become ridiculous, like the smile that wasn't right and the pose that wasn't right. When a person lets another act like them, they are being cruel, for they are wiping out individuality. If this were to continue, our world would turn into one of mental clones. The poem says, "I had no voice"; this is what happens. They don't speak their own mind, they let the person they are imitating put the words in their mouth. I think that the person of this poem who realized it doesn't believe he is his own self, that's why small i's are used instead of capital I's. He is belittling himself for conforming

(Continued)

to a person when he/she does not compromise to Togetherness. When a person imitates and tries to be exactly as the other wants and lives for what that person says and not what he believes, he becomes a zombie, a nothing, just another object in this world. This person conforming to this, is unhappy I believe

The important idea or theme of this poem centers around slavery and the effects it had on black slaves. The imagia of one smiling the smile of someone else shows how the black slave was patterned to live like the white person and not be himself. The black person knew this wasn't how he wanted to be but his situation was hopeless. In the second verse, the black slaves voice is closed off — he has no opportunity to express himself. He was not able to contribute any of his talents to society, and his worth as an individual was virtually lost. In the final verse the poet reflects on how the white man let this situation arrive and that he feels that it was wrong for the white person to force a black slave to live this type of life.

The poet writes in a time which shows rebellion and repression. His use of not capitalizing "i" probably alludes to the unworthiness of slaves and how they weren't considered valuable.

One of the main themes in this poem is that a person should not try to be a carbon copy of someone else. A person should always try to be himself - an individual. The poem sounds monotonous. There is no variety when a person copies someone else. The structure is monotonous, also. The letters are all one size. The first two lines of every stanza brings out the theme of carbons. The are also many lines which are repeated that add to the theme. The use of the small letter i shows that i is not a real person

H-841000-B1B-1,2,3

What makes a good story? List three things on the lines below.

1.	Age 9	9.5	-	14.3	2.6	13.8	2.6	1.0	36.1	6.3	13.8
	Age 13	2.1	0.0	20.4	3.7	20.7	13.3	0.2	30.9	5.6	3.0
	Age 17	2.2	-	21.9	3.1	25.5	19.5	0.0	25.4	1.6	0.8
2.	Age 9	29.3	-	11.1	2.8	11.3	1.4	0.6	25.5	6.4	11.6
	Age 13	7.3	0.0	20.5	5.3	21.6	10.3	0.2	27.0	5.2	2.5
	Age 17	5.3	-	23.5	5.5	20.8	14.5	-	27.3	1.6	1.6
3.	Age 9	50.8	-	7.4	2.2	6.3	0.6	0.4	19.3	3.7	9.4
	Age 13	20.3	0.0	16.3	7.2	15.4	5.7	0.1	27.8	3.8	3.4
	Age 17	14.9	-	19.7	9.0	17.0	7.2	-	29.3	1.4	1.4
		00	01	02	03	04	05	06	07	08	09

Levels

Level 1	Age 9	9.5	31.4	1.5	0.4	57.2
	Age 13	2.1	52.4	2.0	3.8	39.8
	Age 17	2.2	66.1	1.4	2.4	27.8
Level 2	Age 9	29.3	25.0	1.2	0.4	44.1
	Age 13	7.3	50.4	3.5	3.8	35.0
	Age 17	5.3	57.9	3.5	2.8	30.5
Level 3	Age 9	50.8	14.9	1.2	0.3	32.8
	Age 13	20.3	37.2	4.7	2.7	35.1
	Age 17	14.9	44.6	5.7	2.7	32.1
		00	01	02	03	08

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

NAEP No.: H-841000-B1B-123

Exercise Type: Open Ended

1979-80 Objective: Responds to written works in interpretive and evaluative ways

1979-80 Subobjective: Evaluates written works

NAEP Scoring: Hand Scored

Ages	09	13	17
1979-80 Package Exercise:	1104	1405	1005
Total Time in Seconds:	0064	0066	0064

SCORING GUIDE--RESPONDING TO LITERATURE
EVALUATING LITERATURE

Qualities of Good Literature
"Good Story"
H-841000-B1B-1,2,3
Age 9, Package 11, Exercise 4
Age 13, Package 14, Exercise 5
Age 17, Package 10, Exercise 5

Scoring Guide Categories:

I. First Categorization--Description of type of qualities listed.

0 = No response.

1 = Relationship between form and content. Respondents may state that the dialogue is compatible with the topic, for example.

2 = Content. Respondents may refer to one or more of the following types of content: mystery, westerns, fantasy, adventure, danger, action, humor, suspense, romance, drama, any reference to theme, or excitement.

3 = Form. Respondents mention some aspect of form, such as: high point, strong words, vivid language, suspenseful beginning, length, style, construction of the text, or happy ending.

4 = Subjective reaction. Respondents give a statement to the effect that a good story should evoke a subjective reaction of one of the following types: sensible, interesting, intelligent, funny, imaginative, dramatic, suspenseful, or adventurous.

5 = Unelaborated features of genre. Respondents refer to one of the following characteristics: plot, character, setting--with or without redundant "good."

6 = Naming of a specific story or author. Respondents list a particular title or author.

7 = Undetermined or circular. These are responses where you cannot determine whether the quality is one of content or form, or the answer is circular, for example: the writer, author, good author, good literature, good writing, good words, the title, the ending, language, or good subject.

8 = References to format. Respondents list some quality related to format, for example: neatness, commas, quotation, indentations, capital letters, summary, controlling idea, or has a title.

9 = Other. Responses are totally off task, illegible, illiterate, "I don't know," or other nonsense.

II. Second Categorization--Level of the qualities listed.

1 = Identifies characteristics of work as a whole. Responses refer to sex, violence, human adventure, catchy title, dialogue, plot, or setting.

2 = Analyzes the way the text works. Respondent states ideas, such as: use of foreshadowing or irony, sentences are to the point, the tension rises, enthusiastic words are used, surprise ending is effective.

3 = Makes statements about the meaning or theme. Respondent makes statements, such as: "It makes me think"; "It has a good moral"; "It expresses your feelings"; or "It has meaning, meaningfulness."

NOTE: This categorization only applies to papers rated "1" through "5" for the first categorization.

Age 9

Score Point 2

Is a story with facts.

• • • • • • •

Adventure

• • • • • • •

exitement

• • • • • • •

One that is true.

Age 9

Score Point 3

Ryming stories

****

sometimes long storys

****

When there is words youcan understand

****

A happy ending.

Age 9

Score Point 4

An exciting event

****

not boring

****

sad

****

It has to be interesting

Age 9

Score Point 5

The carters in it

****

CHARICTERS

****

a careter

Age 9

Score Point 6

Jack in the bean
stalk

****

The Cat In The Hat.

****

The Three bears

The Three little pig

Age 9

Score Point 7

to tell stuff to people.

****

If you put all the words that are right.

****

It should have pictures.

****

Have a good title.

Age 9

Score Point 8

Neat handwiting

Good Puncuation

****

spelling

****

A main idea

Age 9

Score Point 9

so you could read

* * * * * * * *

Make it thin or

* * * * * * * *

If you read it careful

* * * * * * * *

The book

Age 9

Identifies Characteristics of Work as a Whole

It has to be interesting

****

onethatislong

****

Scary things

****

A good story is funny

Age 9

Analyzes the Way the Text Works

Ahappy ending.

* * * * * * *

inserting words

* * * * * * *

When there is wands yaucan understand

* * * * * * *

happy endings

Age 9

Makes Statements About the Meaning or Theme

FEELING

Age 13

Score Point 2

has alot of drama

....

a mystery

....

Excitement, a climax of a story.
(To keep readers entrigued.)

....

Somthing with a moral a lesson.

Age 13

Score Point 3

Short,; not a 1,000 page story

* * * * * * *

a good plot leadingups to a climax

* * * * * * *

detailed

* * * * * * *

The way the words are arranged

Age 13

Score Point 4

MAKe it EXCiting

****

It has to be Interesting not Dull

****

If it was funny and comical.

****

How well you put your feelings into it.

Age 13

Score Point 5

where it takes place

****

Good characters or actors.

****

good, plot, or story

****

a good setting and mood

Age 13

Score Point 6

Poochie

The Seven Doors

****

The three Little pigs.

The three bears.

Age 13

Score Point 7

a good author

****

Good Ending

****

start the story out right away

****

it should be in the persons reading level

Age 13

Score Point 8

Puncuation,

* * * * * * *

if you have the acsent. marks in the rite playses

* * * * * * *

The words in it spelled correctly

* * * * * * *

Nice big paragraphs.

Age 13

Score Point 9

That tells duxit

* * * * * * *

and a very good book

* * * * * * *

it was not bad

* * * * * * *

The shud be frinds.

Age 13

Identifies Characteristics of Work as a Whole

things that get my attention

****

a mystiey makes a gooce story

****

Something that has lots of excitment

****

make it Short

Age 13

Analyzes the Way the Text Works

Descriptive Words

****

a good climax

****

having a "catch" to it

****

A Good conflict

Age 13

Makes Statements About the Meaning or Theme

moral

* * * * * * * *

a good theme

* * * * * * * *

a story that teaches you things.

Age 17

Score point 2

Excitement or adventure

****

means something in real life.

****

a good theme

****

Suspence

Age 17

Score Point 3

good ending,-happy ending

****

Dialogue -not endless pages of description

****

A good climax

****

short- not too long

Age 17

Score Point 4

accurate descriptions & detail

****

Something contempory

****

a subject that holds your interest

****

Characters who can stand up as heroes
yet who are human with problems,

Age 17

Score Point 5

good characters

****

a good plot that is believable

****

a well developed plot

****

plot

Age 17

Score Point 7

Introduction

****

The People in the story

****

interesting

****

Well thought out

Age 17

Score Point 8

GooD SPelling

****

is it written sloppy or neat.

****

good puctuation

****

the main idea

Age 17

Score Point 9

NOT ASSIGNED BY A TEACHER

****

GOOD READER

****

Three good reason the Story good

****

anything

Age 17

Identifies Characteristics of Work as a Whole

HUMOUR

****

fiction and non-fiction

****

a well defined plot.

****

when it is not dum and dull

Age 17

Analyzes the Way the Text Works

A good climax

****

Wrap-up conclusion

****

A surprise ending

****

an ending that doesn't leave you hanging there

Age 17

Makes Statements About the Meaning or Theme

Has a point to get across

....

moral - learning something

....

The theme

....

Theme that isn't completely cynical.

H-842000-B1B-1,2,3

What makes a good poem? List three things on the lines below.

	Age 9	11.9	0.0	8.6	34.9	6.2	0.2	0.8	21.1	3.7	12.5
	Age 13	5.6	0.0	8.4	48.2	8.2	0.6	0.3	20.6	3.2	4.8
1.	Age 17	3.3	0.0	11.1	38.1	16.5	1.0	-	27.4	0.8	1.7
	Age 9	32.0	-	7.7	13.2	9.7	0.2	0.5	20.6	6.0	10.2
	Age 13	13.5	0.0	10.3	21.9	15.0	0.8	0.3	26.1	6.4	5.7
2.	Age 17	7.8	0.1	12.6	27.5	19.0	0.7	-	29.2	1.2	1.8
	Age 9	51.8	-	5.5	6.3	6.3	0.1	0.3	16.4	5.0	8.4
	Age 13	30.6	0.0	8.8	13.5	12.8	0.5	0.2	19.8	7.2	6.7
3.	Age 17	19.8	0.0	12.5	16.1	20.6	0.8	-	27.2	1.2	1.8
		00	01	02	03	04	05	06	07	08	09

Levels

	Age 9	11.9	48.2	1.2	0.6	38.1
Level 1	Age 13	5.6	60.9	2.4	2.1	28.9
	Age 17	3.3	54.3	3.7	8.7	30.0
	Age 9	32.0	29.0	1.4	0.4	37.2
Level 2	Age 13	13.5	42.0	3.1	3.0	38.5
	Age 17	7.8	45.7	4.7	9.6	32.2
	Age 9	51.8	16.5	1.1	0.6	30.1
Level 3	Age 13	30.6	30.5	2.2	3.0	33.8
	Age 17	19.8	38.6	2.6	8.9	30.2
		[illegible]	01	02	03	08

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO.

NAEP No.: H-842000-B1B-123

Exercise Type: Open Ended

1979-80 Objective: Responds to written works in interpretive and evaluative ways

1979-80 Subobjective: Evaluates written works

NAEP Scoring: Hand Scored

Ages	09	13	17
1979-80 Package Exercise:	1008	0810	0808
Total Time in Seconds:	0065	0066	0065

SCORING GUIDE--RESPONDING TO LITERATURE
EVALUATING LITERATURE

Qualities of Good Literature
"Good Poem"
H-842000-B1B-1,2,3
Age 9, Package 10, Exercise 8
Age 13, Package 8, Exercise 10
Age 17, Package 8, Exercise 8

Scoring Guide Categories:

I. First Categorization--Description of type of qualities listed.

0 = No response.

1 = Relationship between form and content. Respondents may state the rhyme pattern is compatible with the topic, for example.

2 = Content. Respondents may refer to one or more of the following types of content: mystery, westerns, fantasy, adventure, danger, action, humor, suspense, romance, drama, any reference to theme, or excitement.

3 = Form. Respondents mention some aspect of form, such as: good rhyme, high point, strong words, vivid language, suspenseful beginning, length, style, construction of the text, or happy ending.

4 = Subjective reaction. Respondents give a statement to the effect that a poem should evoke a subjective reaction of one of the following types: sensible, interesting, intelligent, funny, imaginative, dramatic, suspenseful, or adventurous.

5 = Unelaborated features of genre. Respondents refer to one of the following characteristics: plot, character, setting--with or without redundant "good."

6 = Naming of a specific poem or poet. Respondents list a particular poem or poet.

7 = Undetermined or circular. These are responses where you cannot determine whether the quality is one of content or form, or the answer is circular, for example: poet, good poet, good literature, good writing, good words, the title, the ending, language, or good subject.

8 = References to format. Respondents list some quality related to format, for example: neatness, commas, quotation, indentations, capital letters, summary, controlling idea, or has a title.

9 = Other. Responses are totally off task, illegible, illiterate, "I don't know," or other nonsense.

II. Second Categorization--Level of the qualities listed.

1 = Identifies characteristics of work as a whole. Responses refer to sex, violence, human adventure, catchy title, dialogue, good rhythm, plot, or setting.

2 = Analyzes the way the text works. Respondent states ideas, such as: use of foreshadowing or irony, the tension rises, enthusiastic words are used, or surprise ending is effective.

3 = Makes statements about the meaning or theme. Respondent makes statements, such as: "It makes me think"; "It has a good moral"; "It expresses your feelings"; or "It has meaning, meaningfulness."

NOTE: This categorization only applies to papers rated "1" through "5" for the first categorization.

Age 9

Score Point 2

If its about nature

****

Fairy tales

****

train

****

sadness

Age 9

Score Point 3

The poem could be long

****

It sounds better when it rhymes

****

Does not have to ryme

****

funny words

Age 9

Score Point 4

feelings

•••••••

The poem could be sweet

•••••••

Happy

•••••••

It should make sense.

Age 9

Score Point 5

and a plott

....

Good Charicter

Age 9

Score Point 6

old mother goose

****

Marry had a litte lame

****

O chritmas tree

****

Jungle Book

322

Age 9

Score Point 7

a good title

****

A poem that keeps to the topic

****

a good writer,

****

correct form

Age 9

Score Point 8

or if it spelled well

****

Margin

****

cappteelise littlers

****

Indinting

Age 9

Score Point 9

i do Not no

•••••••

They are good for children ,

•••••••

how you read

•••••••

it helps if you are smart

Age 9

Identifies Characteristics of Work as a Whole

Action

....

Its funny

....

A poem can rime

....

Doesnot have to be long

Age 9

Analyzes the Way the Text Works

colorful words

* * * * * * *

Exciting word in the sentence

* * * * * * *

funny words

* * * * * * *

words that you know

Age 9

Makes Statements About the Meaning or Theme

a good meaning

****

feelings

Age 13

Score Point 2

Nature

****

imagination

****

a GOOD MEANING

****

lOVE

Age 13

Score Point 3

Short but sweet

....

rythem

....

The way it rhymes

....

descriptive words

Age 13

Score Point 4

Funny.

* * *

It must be original

* * *

have feeling.

* * *

ease to understand

Age 13

Score Point 5

The charaters.

•••••••

plot

•••••••

good characters

•••••••

good setting

Age 13

Score Point 6

Humpty Dumpty

JACK be quiet

MARY had A little lAmb

Age 13

Score Point 7

a good subject

****

good writter

****

The Name of the poem.

****

Usage of good words

Age 13

Score Point 8

commas

periods

……

hand writting

……

The way it is set up.

Age 13

Score Point 9

apen or pencil

* * * * * * *

Where are we going today mother some were you are going to like.

* * * * * * *

Noses and loses

Clones and bones

Age 13

Identifies Characteristics of Work as a Whole

That it rymes

•••••••

about animals

•••••••

a little fantisizing,

•••••••

catches your intrest

Age 13

Analyzes the Way the Text Works

beautiful words

•••••••

Soothing Words

•••••••

words that describe in detail

•••••••

descriptive words

Age 13

Makes Statements About the Meaning or Theme

having a moral

•••••••

a very good theme

•••••••

feeling

•••••••

expression

Age 17

Score Point 1

A mood to fit the topic

****

Harmony of content and form.

****

relation of Form and material

****

The words he uses must illustrate the meaning he is trying to convey.

Age 17

Score Point 2

imagination

****

mystery

****

when it teaches something

****

humor

Age 17

Score Point 3

Rhymes or has a good rhythm (pattern)

• • • • • • •

metaphors

• • • • • • •

decribes common things in uncommon discriptive words

• • • • • • •

something not to long

Age 17

Score Point 4

It should make sence.

****

must relate to people, or they must be able to relate to it

****

Good expression of feeling

****

An interesting or moving topic

Age 17

Score Point 5

where it takes place

****

a good plot

****

setting

****

GOOD characteization

Age 17

Score Point 7

CONTENT

•••••••

language usage

•••••••

Organized thoughts

•••••••

a good subject

Age 17

Score Point 8

good writing (puncuation+phrases)

****

a good main idea

****

Good Punctation.

****

neat ness

Age 17

Score Point 9

good reader

****

You must be alone

****

Well told story

****

NO peoms Are Good

Age 17

Identifies Characteristics of Work as a Whole

Things that are funny

****

Lines about nature and animals

****

Rhyming sentences .

****

if you can relate to it

Age 17

Analyzes the Way the Text Works

Deep, meaninful words

****

rhythmic rhyme-scheme pattern

****

Happy ending

****

Words that sound alike

Age 17

Makes Statements About the Meaning or Theme

true feelings put into it

****

A good underlying theme

****

One that has a moral behind it.

****

Some thing with a little meaning

4-200005-22B-2

You are going to be asked to write a composition about a poem. I will read the poem to you as you read it to yourself. When we have read the poem carefully, write a composition in which you discuss the poem. We are more interested in what you have to say than in how well you say it. Put the title of the poem at the top of the next page.

Check

The Night was creeping on the ground!
She crept and did not make a sound,

Until she reached the tree: And then
She covered it, and stole again

Along the grass beside the wall!
-- I heard the rustling of her shawl

As she threw blackness everywhere
Along the sky, the ground, the air,

And in the room where I was hid!
But, no matter what she did

To everything that was without
She could not put my candle out!

So I stared at the Night: And she
Stared back solemnly at me!

James Stephens

PLEASE CONTINUE ON THE NEXT PAGE

4-200005-22B-2

(Continued)

352

4-200005-22B-2
(Continued)

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO.

NAEP No.:	4-200005-22B-2 *
Exercise Type:	Open Ended
1979-80 Objective:	Responds to written works in interpretive and evaluative ways
1979-80 Subobjective:	Applies personal experience or knowledge of other works or fields of study to written works
1970-71 Objective:	Becomes Engaged in, Finds Meanings in, and Evaluates a Work of Literature
1970-71 Theme:	Responding to Literature
NAEP Scoring:	Hand Scored

Ages			13
National Results:	01	R	90.17
	00	P	2.95
	01	P	3.86
	02	P	.83
	03	P	1.48
	04	P	56.71
	06	P	.43
	07	P	5.34
	08	P	.44
	09	P	21.09
	88	P	6.87
	01	EG	6.30
	01	PR	4.85
	01	EM	11.76
	01	RT	69.47
	01	IN	.04
	01	GN	1.13
	01	AN	21.49
	01	OW	2.57
	01	EV	35.07

1979-80 Package Exercise:	1008
1970-71 Package Exercise:	0917
Total Time in Seconds:	0644

Source Information:	"Check" by James Stephens. Used by permission of Macmillan Publishing Co., Inc., from COLLECTED POEMS of James Stephens. Copyright 1915 by Macmillan Publishing Co., Inc., renewed 1943 by James Stephens.

* The range of response codes for this exercise is quite broad, and the letter codes on this page tend to refer back to the corresponding codes on the scoring guide. Exceptions are the "R" code, which represents the total percentage of responses judged to be ratable, and the values associated with the "P" code, which indicate the frequency with which each of the numerous response categories was selected as being predominant.

SCORING GUIDE--RESPONDING TO LITERATURE

General Responding
"Check"
4-200005-22B-2
Age 13, Package 10, Exercise 8

General Scoring Rationale: There are several major ways to deepen understanding of a written work. Respondents can use awareness of emotional impact, personal experience and knowledge of other works to interpret, provide meaning, evaluate and analyze the text. A content analysis of the responses not only provides information about which internal resources respondents tend to draw upon to help their understanding of written works, but also the cognitive skills they choose to demonstrate when given an opportunity to respond freely. It is expected that the results may be highly text dependent. Also, the better responses should move beyond plot summary and retelling to provide meaning, evaluation and particularly analysis.

Scoring Guide Categories:

Descriptive information: Code each type as present or absent. Code one type as predominant.

EG = Egocentric. Responses are not text based, but are text relevant. Respondent writes a letter or poem of his own or writes another poem (or excerpts) that he has memorized. Other types of statements categorized here are: "I never read poetry," "I'm not good with poems," or "A check on a piece of paper because he got the answer wrong."

PR = Personal. Respondent identifies with characters, make judgments about actions of characters or give advice, for example: "I feel that the poet is right." Also, statements are made such as: "I like poems about nature," "I wish I could write a poem like that," or "This is not my kind of poem."

EM = Emotional. Respondent attributes emotions to the text or makes a direct statement of emotion, for example: "The poem was sad," "It's touching," "It had a funny feeling," "It was very dramatic," "It was a spooky poem," or "It was a mysterious poem."

RT = Retelling. Respondent summarizes or paraphrases the poem (or parts of it) using specific words from the poem. Respondent gives a synopsis, overview or brief description of the poem or part(s) of it. (Disregard inaccuracies.)

IN = Inferencing. Respondent goes beyond the text and provides motivations for characters.

GN = Generalization. Respondent attributes meanings to the poem, such as: "You shouldn't close your mind to anything unknown," or "It means that the world is suddenly a check of darkness."

AN = Analysis. Respondent discusses the language or structure of the poem, for example: "The poem doesn't rhyme," "The poem seems more like a story," "The night seemed like a witch," "It could have more details and not so many long words," "The author makes the night sound like a real person you could reach out and touch," "I didn't see any misspelled words," or "It wasn't long enough."

OW = Other works. Respondent classifies the work as to genre or type. Respondent compares the poem to other works or art forms, such as: "It's not like a poem I've seen before," "I think it's a good soap opera," or "It was like a mystery."

EV = Evaluation. Respondent judges the worth of the work, for example: "It was stupid," "I don't like it," "I didn't understand it," "It doesn't make sense," "It is nicely written," "It was not exciting or sad," or "It has no meaning."

NOTE: In addition to the papers which were considered rateable (1 = rateable) and which were analyzed using the categories described above, some papers were not considered rateable and these were placed in one of the following classifications:

0 = No response.

2 = Nonrateable. Copies or circular.

7 = Illegible, illiterate.

8 = Totally off task.

9 = "I don't know."

Age 13

Score Point EG (Egocentric)

HAllOWEEN

HAVE you EVER met FRANKENSTEIN,
HE wishes he had A Mind!

HAVE you EVER met A which,
WHEN EVER She gets ON hER bROOm
she gets A twitch!

HAKOWEEN is so fun,
AS LONG AS YOU DON'T HAVE TO
EAT YOUR HAMBURGER WITH A BUN!

Me

·······

one long and spooky night.
I was walking down the road one night than all a suddenly I saw a white thing it looked to strang so i kept on walking than I began tu run and that starang thing came behind me and I Run faster and faster and i Look back it had dissapear.

Darkness

Black and Cold
Sometimes pretty and Sometimes Bold
When it is dark outside at night look
up in the sky, the moon and Stars will
Be your light,

* * * * * * *

The Sound of the night

Her sound makes me sink deeper and deeper. silently I moved but the noise made me wonder how long will it be before the night is through. When the whistling of her angryness her tossing of the trees her screaming of the bushes and the leaves brushing away as I creep away in the darkest of night. I try to wait patiently through the corners of my eye thinking when it will be all over. The sound gives me chills and discouragement and gives when can I sleep when the trees are at me feet pounding on my windows screaming for help when everything is lost.

Age 13

Score Point PR (Personal)

Check

The poem was very desciptive I liked the poem very much. Not only because it was desciptive but because it kept you interested in what was happening I also like poems that rhyme. He made night seem like a kitten or a mouse. He turned night into some thing that is amuzing in my opinion.

* * * * * * *

CHEck

This poem makes me scared, I WOUld not like to hear this is night. because I would be dreaming about it. my hart would be pumping hard and my eyes would be open wide.

Age 13

Score Point PR *(Cont.)*

Check

I think James Stephens used very good imagery in his poem. This made it more exciting and fun to read. The poem was kind of suspenceful. It also reminded me that she could be the moon, a cloud, the wind or all of them combined.

The way the boy described this "she" it sounded as if he was afraid of her. The way her actions are written out it does seem kind of easy to identify with the boy. Like when you were afraid of something you would usually hide.

Check.

The poem was about sundown or the darkeness of the night. She meant the night. The Darkeness gradually came over everything as it does in our own town.

I thinks the poem wasn't written very perfessionally. I or any of my classmates could do just as well. It doesn't take that much talent or intelligence to write a poem. A poem is somothing a person writes down on a piece of paper that could show emotions.

By the way, who is James Stephens?

Age 13

Score Point EM (Emotional)

Check

James Stephens described the night (I think) very well. I could feel the movement of the darkness as it crept over the earth. Very good poetry. It sent chills up my spine to think about blackness creeping around. He used good adjectives. I didn't understand the title (why he used that) It just didn't go with the poem.

* * * * * * *

I thought it was a great poem and I would suggest other people to read it. It was kind of spooky and I liked the part when she crept along the ground and when she thought blackness everywhere

Age 13

Score Point EM *(Cont.)*

Check

This poem tells about the night. I like the way the author describes it. When you read it, it sounds kind of spooky and eerie.

James Stephens tells you in this poem that the night covers everything with darkness. But you can overcome the darkness by using a candle, or something that lights. He tells you, you shouldn't be afraid of the night.

Eventhough this is a short poem, I like it. I think this really describes the night. It is easily understood and very lively. James Stephens describes night as a woman leaping around, throwing darkness everywhere

Age 13

Score Point EM *(Cont.)*

Check

This story is very desciptive in telling of the evening.

It tells of how dusk falls and makes every thing becomes dark.

The way that Mr Stephens wrote this poem, he describes the night as a person, with human traites

"Night" darkened every thing but the person's candle which was impossable of course.

I was quite errie and gave me a wierd feeling but I liked it very much.

The ending was appropreate and added a gloomy feling.

Age 13

Score Point RT (Retelling)

Check

I believe this poem is well written. The Night is compared with a woman, creeping as if trying to throw darkness over everything without being seen. She was not strong enough to put one candle out. even though she was strong enough to cover everything with a blanket of black She could not put out the candle so, I believe, she stared at him and pondered the problem. The person seems to be afraid of her, also. He hid from her and thought that she was trying hard to put out his candle.

Check)

I think the poem is talk about squerrel When it said "The night was creeping on the ground. She crept and did not make a sound, Until she reached the tree; And then she covered it, and stolen again". I would say the poem is talking about a squerrel stealings from the tree (getting some acorns) and the man is trying to get some sleep but can't because of squerrel walking along the grass and beside the wall. And the squerrel came in the house and smelled the man and got frighten. So the man was staring at the squerrel and the squerrel was staring at him because he was scared.

Check

This poem is about darkness. It starts creeping on the ground Then the night throws darkness everywhere.

There is a person sitting in a room watching it become dark. He is saying no matter how dark night I would make it outside. She could not put the candle out that the person had in his room. This poem explains how it can become dark outside but there is always light.

This could also mean that no matter how much sorrow you have in this world, you always have hope. Like that person was inside a room and all that

(Continued)

darkness was sorounding
him, but he still had his
little candle there to be his
one hope or light.

Age 13

Score Point RT *(Cont.)*

CHECK

She or the thing the man is talking about is sort of a creature or something that could harm him if he would show up to her or whatever.

She could be a machine or something that kills or puts everything into darkness.

She really can't get to him maybe its because she is huge and cannot get to him in a small similar to a shack.

When he says she cannot put my candle out means kill him. But he must have something that could or would stop her or the thing from killing him because he said he could hear her. He could be scared but he might really be like that

(Continued)

Age 13

Score Point RT *(Cont.)*

when something real great
in history might be happening
that would shock people all
over.

Age 13

Score Point GN (Generalization)

Check

The poem is a poem about the night when it starts to get dark. they say that she is a girl that runs around and throughts darkness on everything. But one thing that she could not make dark was the corner in witch he had a candle. I think the reason that they named it check is because she does not try to miss any spot of the earth and she is jumping around checking each little spot to see if she hasn't mist any place. This poem is a fiction describing night. It had to take a lot of thought to think of it.

Age 13

Score Point GN *(Cont.)*

Check

This is a poem that describes the blackness and the power of the dark, but it also shows a weakness in which the dark can not blow out the light of a candle. Dark seems so large and omnipotent in this story while the candle seems so tiny and all alone. To me the comparison is like that of a person with no family all alone in this world with no place to go, but yet that person keeps struggling for survival and keeps glowing or shining out in the lonely dark. In this poem the dark slowly creeps over the world covering it with a black curtain, but the one little candle remains burning with hope and faith that there is more to life than just crises. The candle symbolizes optimism, the way we should all be.

Age 13

Score Point GN (Cont.)

Check

I feel there is a moral to this poem. It is given in lines 10-14. It means to me that as long as you have an insperation, a hope, or a dream; if you stick to it, nobody can stop it no matter how they try.

I feel that the title is misleading for it has no true value to the poem or the moral in my opinion. It useless except in the mind and heart of James Stephens, the author.

This poem is an insperation to me, and should be to anyone who reads it, to hold on to there hopes, dreams or anything they believe in. Don't be a follower, be a leader. Don't be the sheep, be the shepard.

Check

I'm not very good in writing a composition. But, I'll do my best.

I think the poet is speaking of the devil sneaking around ceding evil everywhere. But, she cannot turn this man against good. Even though she tries to make him evil by scaring him, using darkness, he will not budge from his own ideals. I think that the candle is the good and the darkness is the evil in this man's surroundings.

The man faces evil with courage never seen by the devil. The devil finally gives in and looks at the man in sorrow.

I think this poem expresses the good and evil one man may endure in his life. I think it shows through words, how an evil person is

(Continued)

Age 13

Score Point GN *(Cont.)*

quite sneaky and sly while the
the good person is very open
and trustful in his way of
life.

To be able to see the difference
between good and evil correctly is
a gift, of sorts. Some people mistake
evil for good, and that can be
dangerous. I think this poem
has a lesson in it; If you know
you're ideas and values are correct,
don't by any means comprimise
you're ideals for evil ones.

the end

Age 13

Score Point AN (Analysis)

Check

This poem was excellent. It had alot of sense put into it. When he talks about the night you can almost imagine what it feels like and what it looks like when you can come up with a vivid picture of it in your mind. The only thing I'm curious about is the title "Check". It seems to me that this title isn't right for the poem. The title should describe the poem, where this one Doesn't even give a hint what the poem is about. But maybe the author James Stephens has a certain reason to use this title. No matter what the name of it is, I still like the poem. I like it because every

(Continued)

first line; rythmes with the second line; I like those kind of poems. There are other poems where the lines do not all rythme. Those are the kind that I don't like.

****

Check

This poem Check was telling about an experience, maybe fact, maybe fiction. He keep you in suspense due to the fact he uses the pronoun she and I was dyeing to know what she was.

The poem leaves us hanging to let our imagination think of what she is

(I say it was the dark or darkness)

Age 13

Score Point AN *(Cont.)*

Check

I liked the poem because it sounded mysterious. The Author wrote the poem very well. The meaning in which I got out of the poem is that the author is talking about the winds. Stephens is making you think the thing he is talking about a thief but when you really think about it and study the poem you relize that he is talking about the wind and how the winds blows and creeps. The way he describes the wind is very good.

380

Age 13

Score Point AN *(Cont.)*

Check

I like the poem. My season is that I like the way the author uses words in the poem. I like the idea of the night being a woman. I think I have read the poem before.

The author uses a lot of imagination in the story and I think he expresses the night in a way that most don't people think about it. Especially in the last three stanzes. He makes the night seem like a friend instead of an enemy. I think that if a lot of people remembered the poem they would not be afraid of dark.

Age 13

Score Point OW (Other Works)

Check

The poem was interesting but it's like a mystery that you have to find the clues in what it meant. and the story is like a if the lady is trying to kill him because it says things like The night was creeping on the ground she crept and did not make a sound it's like if the person did something bad the lady wanted to repay him in what he's done to somebody and I think that she's a witch because it says she threw her blackness.

****

I did not understand the poem that well. It wasn't exciting, so it wasn't enteresting It sound like it was a lady after somebody. The poem had a nice rythm, it just wasn't understandable. What it really sound like it was a horror movie.

Check

For 1 thing I didn't understand this poem. It reminded me of the movie Clockwork Orange it didn't make any sence. 1 minute she is doing 1 thing the other minute something else. I thought the rhyme words were good but the rest; no good.

****

Check

The poem was very interesting. It used a lot of discriptive words to describe what was happening. It seems as if it is like a dramatic televsion show where you are at the climax and waiting for something expiting to happen. I like how they can get such perfect words to make the poem rhyme but still have the same dramatic feeling.

Age 13

Score Point EV (Evaluation)

Check

The story was crazy It didn't make no sense I like some poems but I didn't like that one. This is all I have to say about the poem. I don't know what you mean by a composition I knows what a compostion is but I don't know how to write one on a poem.

* * * * * * *

Check

This poem is about a sneaky person creeping through the night The man is describing the lady like she is going around putting the light out.

The title "Check" means that the lady is going around checking that everything is o k Then she would turn out the lights It is like she is a bed checker seeing If all her children are asleep. She is like a little mother

The author "James Stephens" is a good writer talking about his childhood. Maybe he is discribing when he was little and his mother came around

Check

I liked the poem because it had some kind of mystery to it. It let you feel what was going on at first I didn't understand it but then I got the idea..

I also liked the poem because it never told you exactly what they were talking about. They described what it was doing, then let you take over from there. You could create your, own picture from it. I think the last three paragraphs gave away what it was by telling that it could not put the candle out.

I think the poem was talking about the wind.

Check

The poem is hard to understand you have to read it over many times before you do understand what it is trying to shy.

The poem gave me the idea that Night could not hide the moon. That no matter how hard she tried I still shown bright.

I think the poem is unique. I have never read one stated quite like it. I have read quite a bit of poetry but this is about the best.

Anyone at all that knows good poetry when they hear it can appreciate the poem.

The poem is self explanitory. you don't have to stop and think of what is being said or what each word means.

I believe the poem is very

(Continued)

very good. You can tell the writter
put quite alot of thought into his poem.
You can tell that he is trying to
express how night creeps up. so
silemley and quite. You can see night
approach but you cannot hear it.

Age 13

Score Point EV *(Cont.)*

Check

The poem is hard to understand you have to read it over many times before you do understand what it is trying to say.

The poem gave me the idea that night could not hide the moon. That no matter how hard she tried I still shown bright.

I think the poem is unique. I have never read one stated quite like it. I have read quite a lot of poetry but this is about the best.

Anyone at all that knows good poetry when they hear it can appreciate the poem.

The poem is self explanitory. You don't have to stop and think of what is being said or what each word means.

I believe the poem is very

(Continued)

Age 13

Score Point EV *(Cont.)*

very good. You can tell the writer
put quite a lot of thought into his poem.
You can tell that he is trying to
express how night creeps up so
silently and quite. You can see night
approach but you cannot hear it.

4-200008-22B-3

Write a composition in which you discuss this poem. We are more interested in what you have to say than in how you say it.

Into my heart an air that kills
From yon far country blows:
What are those blue remembered hills,
What spires, what farms are those?

That is the land of lost content,
I see it shining plain,
The happy highways where I went
And cannot come again.

A .E. Housman, 1890

PLEASE CONTINUE ON THE NEXT PAGE

4-200008-22B-3

(Continued)

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

4-200008-22B-3
(Continued)

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

NAEP No.:	4-200008-22B-3 *
Exercise Type:	Open Ended
1979-80 Objective:	Responds to written works in interpretive and evaluative ways
1979-80 Subobjective:	Applies personal experience or knowledge of other works or fields of study to written works
1970-71 Objective:	Becomes Engaged in, Finds Meanings in, and Evaluates a Work of Literature
1970-71 Theme:	Responding to Literature
NAEP Scoring:	Hand Scored

Ages			17
National Results:	01	R	89.38
	00	P	7.72
	01	P	3.57
	02	P	1.19
	03	P	.23
	04	P	3.09
	05	P	71.14
	06	P	1.75
	07	P	.38
	08	P	.11
	09	P	7.55
	10	P	.25
	11	P	.26
	88	P	2.87
	01	EG	5.65
	01	PR	4.15
	01	EM	4.07
	01	RT	17.59
	01	IN	76.16
	01	GN	4.35
	01	AN	4.83
	01	OW	.40
	01	EV	15.35
	01	X	1.00
	01	Y	.95
	01	Z	.11

1979-80 Package Exercise:	1010
1970-71 Package Exercise:	0217
Total Time in Seconds:	0433
Source Information:	Excerpt from "A Shropshire Lad" -Authorised Edition- from THE COLLECTED POEMS OF A. E. HOUSMAN. Copyright 1939, 1940, © 1965 by Holt, Rinehart and Winston. Copyright © 1967, 1968 by Robert E. Symons. Reprinted by permission of Holt, Rinehart and Winston, Publishers.

* The range of response codes for this exercise is quite broad, and the letter codes on this page tend to refer back to the corresponding codes on the scoring guide. Exceptions are the "R" code, which represents the total percentage of responses judged to be ratable, and the values associated with the "P" code, which indicate the frequency with which each of the numerous response categories was selected as being predominant.

SCORING GUIDE--RESPONDING TO LITERATURE

General Responding
"Into My Heart"
4-200008-22B-3
Age 17, Package 10, Exercise 10

General Scoring Rationale: There are several major ways to deepen understanding of a written work. Respondents can use awareness of emotional impact, personal experience and knowledge of other works to interpret, provide meaning, evaluate and analyze the text. A content analysis of the responses not only provides information about which internal resources respondents tend to draw upon to help their understanding of written works, but also the cognitive skills they choose to demonstrate when given an opportunity to respond freely. It is expected that the results may be highly text dependent. Also, the better responses should move beyond plot summary and retelling to provide meaning, evaluation and particularly analysis.

Scoring Guide Categories:

Descriptive information: Code each type as present or absent. Code one type as predominant.

EG = Egocentric. Responses are not text based, but are text relevant. Respondent writes a letter or poem of his own or writes another poem (or excerpts) that he has memorized. Other types of statements categorized here are: "I never read poetry," "I'm not good with poems," or "I love the beach--it helps me put my mind off things."

PR = Personal--analytic. Respondent gives personal reactions to content in an analytic sense--identification with characters, judgments about actions of characters and advice giving, observations about the way society should/does work. Respondent states, for example: "I might have felt the same thing," "It describes my feelings of moving to a new state," or "I feel that the poem is right by talking about the real problems of air pollution facing us."

X = Personal--global. Respondent gives personal reactions to genre and content in a global sense. Examples would be statements of the following type: "I like poems about nature," "I can relate to this poem," "I wish I could write poems like this," or "This is not my kind of poem."

EM = Emotional. Respondent attributes emotions or feelings of mood to the text or makes a direct statement of emotion. Examples would include: "The poem was sad," "It's touching," "It had a funny feeling," "It was very dramatic," "It gave a happy point of view," or "The ending makes you feel sorry for him."

RT = Retelling. Respondent summarizes or retells the poem or part(s) of it. This can include statements referencing specific words or lines. (Disregard inaccuracies.)

IN = Inferencing. Respondent goes beyond the text and provides motivations for characters or develops action. It includes text-based hypotheses of what did happen or predictions about what will happen, for example: "The author is longing for the home he once had," or "A. E. Housman seems to be talking about a country that has been badly damaged or destroyed."

GN = Generalization. Respondent derives general meanings from the poem, such as: "Inside a man's heart live his fondest memories."

AN = Analysis--superficial. Respondent mentions superficial characteristics of the text. This includes concerns about format, for example: "The poem doesn't rhyme," "The poem seems more like a story," "It doesn't give the place and time," "The author uses imaginative language," or "There is a sense of lost beauty in the poem."

Y = Analysis--elaborated. Respondent gives an elaborated or substantive discussion of any one of the following special features or literary devices: plot, characters, setting, images, sounds, and so on. Included here are discussions of plot veracity and meaningfulness, such as: "Even though Houseman wrote this poem in 1890, it is still pertinent and meaningful today," or "Each of us has memories of places and people we would like to relive, but which time will not allow us to."

OW = Other works--general. Respondent classifies the work as to genre or type and compares the poem to other types of works or art forms in general, such as: "It's not like a poem I've seen before," or "It is like a myth."

Z = Other works--specific. Respondent compares the poem to a specific work which is mentioned by title, such as: "The Bible describes heaven this way."

EV = Evaluation. Respondent judges the worth of the work. This also includes such statements as: "It is stupid," "I didn't like it," "It doesn't make sense," "It is nicely written," or "It is imaginative."

NOTE: In addition to the papers which were considered rateable (1 = rateable) and which were analyzed using the categories described above, some papers were not considered rateable and these were placed in one of the following classifications:

0 = No response.

2 = Nonrateable. Copies or circular.

7 = Illegible, illiterate.

8 = Totally off task.

9 = "I don't know."

Age 17

Score Point EG (Egocentric)

I never did like poems.

* * * * * * *

I don't know; I am not very well at understanding poems and writing what it is about

* * * * * * *

I think the poem was interesting because of the way it described growing old. The reason I think it signifies growing old because of the way it says "The happy highways where I went and cannot come again" Because once you turned a day older there is no way you can possible relive that day again. Although I really didn't like the poem because I don't get into poems like I do novels

The story is of my own home town. My family lived on a country road with big hills behind our house, where I used to go for a walk after our chores were done.

The ground at our old fair always had a different look the other places. Maybe because I remember how hard my dad worked on it.

But then it came time for me to go on my way. I left my hills and country prize behind. The city highways know have changed my little old country farm. But my memories of it will still live on.

Age 17

Score Point PR (Personal—Analytic)

This poem talks about losing the country land. Anymor it is true. People are becoming obsessed with the city and all its new ways. Pretty soon everything will run by machines. Man should not throw away the country. The country is all we have left of the past that is natural.

* * * * * * * *

Where is the clean air and land we use to have. Or where is the honest and caring society. Peopee used to care for one another and give a helping hand to anyone who needed it. And people shared problems, not keeping them inside by drinking and drugs.

Age 17

Score Point PR *(Cont.)*

I Think Their Talking about air pollution while This guy wants To get back on The farm and out of city life wher its quite and peaceful

Which is a good Idea!!

....

The poem is about the past, in my opinion. To me the poem is about a person that is revisiting his childhood places. He notices that things have changed - farms that are now there weren't there before "Into my heart an arrow kills" is the feeling of pain and hurt that things are not the same as they used to be. I can relate to this poem - it describes my feelings of moving to a new state. The person feels hurt, lost and deceived. In my opinion this poem describes loneliness and of the past.

Age 17

Score Point EM (Emotional)

The poem sounds very sad. Like someone is remembering their childhood and would like to return to their childhood. They realized that this would be imposiple to do. The person lived on a farm with fresh air and would love to go there again.

****

I think it a pretty swell poem myself. The way it's put when you read it you can almost see the blue remembered hills + the farms the shining plains + the happy highways.

****

Sounds depressing

Age 17

Score Point EM *(Cont.)*

In the preceding poem, A.E. Housman tells about a place where he once went. This place had hills and farms that are very much remembered. This place makes him happy when he thinks about it, which can be felt by the tone of the poem. *The end of the poem makes you feel sorry for him because this place makes him so happy and he cannot go there again.

Age 17

Score Point RT (Synopsis)

The poem has a feeling of death. It seems as if the person feeling this is saying how they regret not enjoying "the happy highways where I went...."
The first stanza has a few symbols of death like "air that kills," "blue remembered hills," then it brings in confusion of location. "What spires what farms are those?" It symbolizes a soldier or someone away from familiar surroundings who is dying or dead and is regreting the feeling of death.

* * * * * * * *

It seems that this poem is talking about some form of government that has taken away a peopls freedom. When he says, "That is the land of lost content" and "The happy highways Where I went And cannot come again," this seems like the place was one free but now is not. The line, "What spires, what farms are those", seems to suggest that they used to be the farmers but now he does not know whos they are.

To me, this poem tells of a person who perhaps has some sort of respiratory or heart disease. His breathing in of all the polluted air in our environment is about to kill him and he believes it will, for he says "and cannot come again."

The environment of our world today is so polluted that some people in the large cities never see the sunshine. We are degrading ourselves the so called superior being, by wrecking and messing up the only home we have. Where can we go if we leave the earth?

Age 17

Score Point RT *(Cont.)*

I believe in this poem A.E Housman discusses the reasons or feelings for someone leaving his present location for something new, diferent and unknown. He speaks of the remembered hills as he looks back into his past. He talks of the land of lost content, this shows that he was ready for a change and realized that life in that place was not what he wanted. The last two lines show that once gone you cannot return. This poem can be paralled to the whole idea of America and the situation that we had in the 1870's – 1890's with manifest destiny, always pushing on looking for new, and leaving the past behind.

Age 17

Score Point IN (Inferencing)

This poem appears to be an example of one who has loved so deeply. Once remembering all those beautiful moments, and each are kept and held within him long to be remembered. Love must have grown dim for the last stanza puts a shadow on the emotion.

Once enjoying the feeling of love it is sad when the feeling is gone never to appear again.

• • • • • • •

To me it seems as if he was talking about his boyhood, and the things he had done. He is remembering the things that he saw when he was young. In the second stamza he seems to be telling you how simple the life was then, and ~~wh~~ how happy he was. As you get older you can't return to the things that you do when you are young, Because you only are young once.

Age 17

Score Point IN *(Cont.)*

This is about a person who is dying, and while doing so, he remembers his home & homeland. He remembers all the happy highways and other places he went, and realize that he will never see them again

* * * * * * *

A.E. Housman seems to be talking about, in my opinion a country in the state of war or a country on the verge of war or a country that has been badly damaged or destroyed. He says the country is not fit to live anymore. He asks who owns these farms on those forgotten hills. He says the land is of lost content. The country was not satisfied with what it had, it wanted more. He could see it coming, it was only a matter of time. He will never be able to walk in that country land again in his lifetime. He feels whatever happened to it is not worthy of his reverence, or the country would not be suitable to enter again.

Age 17

Score Point IN *(Cont.)*

The poem is talking about how the country used to be before all of the air pollution came about Before one could see the beautiful blue mountains and the healthy environment of the farms. The author is saying that the air pollution will never go away, and he will never be able to return to the days when pollution barely, if not at all, existed

Age 17

Score Point GN (Generalization)

The poem made me feel alittle sad. He is looking back upon things that he use to do; realizing he can't do them again there are lots of times I wish I could do the things I use to do but things change. You can't go back, you) can't relive the past even if (you) try. But atleast (you) have the memories to think about and nothing can change them or take them away unless you want them to.

• • • • • • • •

Your past can never be relived. Once you lived your time you can't change it. Your mistakes are unchangable and you have to live with them for your entire life. Don't make mistakes and you won't have to worry about your past.

Housman's poem discusses the past which, no matter how hard one tries, one cannot return to. The poem talks about memories - that's all they are, memories. When today is gone, it becomes the past and all we have left are the memories. The memories of those times past will always be held in one's heart; but they can never be lived over again. The basic message, then, of the poem would be to live each day to the fullest because it only comes once.

* * * * * * *

From the poem I get the feeling that all beaotiful things that you experience don't affect you the same way throughout your lifetime. Changes can always occur. Perfect security is impossible. I can understant his.

Age 17

Score Point AN (Analysis—Superficial)

This poem sounds more like it should have been written in 1970 rather than 1890. The writer sounds as if he is speaking of air pollution and how it is killing the plants, the animal, the beauty of nature and man himself.

• • • • • • •

The narrater is remembering a time when he was a happy and content. He recalls his happiness as a beautiful place he used to know; but now, this place is only a memory. The air from this land kills him because he is no longer in the joyful land. The narrater also feels that he can will never be happy again (since he cannot return to that land).

The rhyme scheme is abab. Since Each stanza is one sentence, it gives unity to the stanza.

This poem seems to be relating the story of people who moved from rural to urban areas. "An air that kills" would be the atmosphere of a city which would wrinkle the nose of a true farmer. In the first stanza, mention of hills and churches and farms reinforces the idea of rural areas. The first line of the second stanza tells why the people left their farms. Originally they were content in the country, but they lost this contentment in view of the imagined glitter and life of the city.

Stylistically, this poem isnt extremely complex. It uses end rhyme in an abab pattern in both stanzas. Alliteration is also used; ex. land lost, happy highways, etc.

The speaker in this poem is discusses a place where he has traveled. He is remembering a moment before this voyag and is comparing it to this scene. The scene is somehow disrupted because of the reference to "the land of lost content". This could be the ever changing times or Industry. The once "quiet" land has been disturbed. Since the poem is constructed in two quatrains, with a distinct rhyming pattern, one may tend to think that the author's purpose is to accent the short and clear change.

Age 17

Score Point OW (Other Works--General)

This poem means something that a land is far away and you can't go there. It is a land that existed long ago maybe millions of years ago when known man was living. Then again it maybe talking about heven. The Bible discribe heven this way as a place which is far away that you can't go there unless you are saved by one man God himself. You see it says "The happy highways where I went And cannot come again." It is like a myth or a cloud that grab you and take you away.

• • • • • • •

I don't really understand what the poem means. It sound like somthing out of a complicated novel.

Age 17

Score Point OW *(Cont.)*

we all must journey onward
and even though we long for the past
at times, it can't be reattained

or it could be literal. The man has left a place he loves, possibly comparing his lost to that of adam + Eve when they lost paradise forever

Age 17

Score Point EV (Evaluation)

DUMB!

• • • • • • •

This poem is about the country. The author is telling us about the country and how it is being replaced over the years, the author misses the beautiful Country but he doesn't say if he is content with what replaced it.

This poem is written with the author as the speaker and the reader is the audience. The Rhyme scheme of the poem is ABAB and it is a rhyming poem.

I liked this poem because the author came out and told you how he felt. In most poems you have to read into the poem in order to find its meaning. I like poems which I can read and understand what they are trying to say.

This poem is very unclear. One cannot really tell whether the author is complaining about industrial development or whethe he longs for his old country home.

The sentences are very vague and somewhat rambl The ideas are not well thoug out and are not put together so that the ideas are reflected to the reader.

It is evident, in my opinion, that A. E. Housman needs work on his writing

* * * * * * * *

This poem is written in a form which has an even 'beat'. This 'kind' of poem has little value for me. Other than that it is a nice light poem which requires no internal thought upon the thought of the poem, this is also another reason for my dislike. The poem deal with intangables such as, "an air that kills" that have no real relevance to the reader so make the poem seem, in another sense, dull and uninteresting.

Age 17

Score Point X (Personal—Global)

I'm sorry to say I do not like this poem I more interest in Love poem, poem that tell how people who are in Love really feels. This poem sound like some one passed away.

• • • • • • • •

This poem is a fair poem, maybe inspired by something this man held dear to him, but for me this is not my style of poem or not what I prefer.

The author seems to like this country that he's thinking, dreaming or just feeling for. He expresses his thoughts on paper and tries to let people know how he feels. He writes tales of things he remembers and never will be able to see again and with that he feels deep sorrow. Of course this is my opinion

Age 17

Score Point X *(Cont.)*

This poem is very well writter It flows very nicely. But it is really just not my type of poem. To understand this poem you really have to sit down and say to yourself, what is the author trying to convey to me, the read. I enjoy poems more that say what they mean in plain sight But the again this poem was written in the 1860 and I imagine it is perfect for that period of time. All in all it is a very very beautiful poem, but it is just not for me

The untitled poem by A.E. House man is written in two Quatrains. The end Rhyme is Ab Ab. It is written in Ia tetiameter.

This poem seems to be Talking about a place where the poet has been but has no way of going back to. The poet seems to be talking about the past.

The poem means that Once the past is lived It can not be lived again.

This is a very Good poem that has a pleasing Rhyme pattern with Just enough body to make it intres; and not boring. I would like very much to read more by A.E. House man in the Furture.

Age 17

Score Point Y (Analysis—Elaborated)

A man wanders from his home land and ages with time. The memories of home sting after leaving. Whatever happiness or contentedness he knew there is gone and cannot be recaptured. Even though Houseman wrote this poem in 1890, it is still pertinent and meaningfull today. Each of us has memories of places and people we would like to relive but which time will not allow us to.

****

The poem reminds me of the U.S. Even though it was written eighty-years ago. The pollution we have now is reminded to us in the first line. The rest is about how a land so rich has lost so much.

****

I would not want to lose America because it is to great of a country. This is what the poem means to me. I feel That this poem is really expressed to America Today even Though it was written in 1890.

A. E. Housman in 1890 expresses feelings that are very real in todays world. The poem asks the questions of a man in search of himself and the meaning of life. Housman writes with great insight pertaining to the future and the almost inevidable tragicness it holds. The poem makes you examine your relationship with life and realize that you haven't a very good hold. The poem makes you wonder about the future in an unsettling way.

Age 17

Score Point Z (Other Works—Specific)

This poem means something that a land is far away and you can't go there. It is a land that existed long ago maybe millions of years ago when known man was living. Then again it maybe talking about heven. The Bible discrib heven this way as a place which is far away that you can't go there unless you are saved by one man God himself. You see it says "The happy highways where I went And cannot come again." It is like a myth or a cloud that grab you and take you away.

* * * * * * *

This poem bears the same truism as that other wellremembered poem; namely, "you can't go home again": The land of lost content, his boyhood memories, is now unobtainable, the highways where he ~~[illegible]~~ once went are no longer traversable. The ultimate meaning of this poem is that the past is now only "blue remembered hills," nomore to be indulged in. Rather, we must look to the present and the future to regain our "lost content."

Age 17

Score Point 2 (Cont.)

The poem is one of remembering. A person is reminded of some country or other place that he once visited. He enjoyed himself there and can remember it quite vividly. But for some reason he can't return to that place. The person seems to be sad now and wishing that he could be back there. That "Shangri-la" was one of farms and other things that are conected with a country village setting.

• • • • • • •

This poem seems to be of sadness and lonliness. A person is looking back on a time when he was happy. He seems to wish. he had gotten more out of the past years.

It seems like the end of Oliver's Story. He would rather go on remembering the happy times that have past then to move forward into more happier times.

4-202002-22B-1

Here is a poem about which you are going to be asked two questions. I will read the poem to you as you read it to yourself. When we have read the poem carefully, I will read you the first question and you are to fill in the oval beside the answer you think best. Then I will read the second question to you and you are to write your answer in the answer space.

As the cat
climbed over
the top of

the jamcloset
first the right
forefoot

carefully
then the hind
stepped down

into the pit of
the empty
flowerpot

William Carlos Williams

PLEASE CONTINUE ON THE NEXT PAGE

4-202002-22B-1

(Continued)

A. Which of the following do you think the poet is really doing?

○ He is worried about the cat.
○ He is being mad at the cat.
○ He is being sad about the cat.
● He is describing the cat's movements.

○ I don't know.

B. What are your reasons for choosing your answer to question A?

____

____

____

____

____

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

NAEP No.: 4-202002-22B-1 *

Exercise Type: Part A - Multiple Choice
Part B - Open Ended

1979-80 Objective: Responds to written works in interpretive and evaluative ways

1979-80 Subobjective: Part A - Evaluates written works
Part B - Extends understanding of written works through interpretation

1970-71 Objective: Becomes Engaged in, Finds Meanings in, and Evaluates a Work of Literature

1970-71 Theme: Responding to Literature

NAEP Scoring: Part A - Machine Scored
Part B - Hand Scored

Ages			09
National Results:	04*	A	78.70
	00	B	4.06
	01	B	39.80
	03	B	36.32
	05*	B	11.48
	07	B	.37
	08	B	.15
	09	B	7.83
	01	BC	47.54
	01	BF	.32
	01	BSR	2.07
	00	BN	4.06
	01	BN	36.32
	02	BN	10.11
	03	BN	1.32
	04	BN	.05
	08	BN	48.14

1979-80
Package Exercise: 0811

1970-71
Package Exercise: 0217

Total Time in Seconds: 0234

Source Information: "Poem" from William Carlos Williams, COLLECTED EARLIER POEMS. Copyright 1938 by New Directions Publishing Corporation. Reprinted by permission of New Directions.

* The range of response percentage values listed for the open-ended portion of this exercise represent both acceptable responses, which are marked with an asterisk (*), and unacceptable responses (all others). In addition, the score points marked with the second alphabetic codes (C,F,SR or N) refer back to the second and third categorizations on the scoring guide. C=content, F=form, SR=subjective reaction, and N=number of pieces of evidence. For convenience, score points 1 and 2 have been combined into 1, and score points 4 and 5 have been combined into 5*. For exercises without a score point 1 on the scoring guide, the percentage value for score point 1 on the documentation page consists of responses from score point 2 only.

SCORING GUIDE--RESPONDING TO LITERATURE
EXPLAINING RESPONSES TO LITERATURE

Inferencing
"As the Cat"
4-202002-22B-1
Age 9, Package 8, Exercise 11

General Scoring Rationale: Since the responding to literature objective was formulated to address "deliberate, conscious kinds of interpretation," a successful response not only should identify the nature, meaning or purpose of the poem but also should explain the given interpretation by relating it to the text. Evidence can be given by citing specific events in the text or special aspects of the construction of the text.

Scoring Guide Categories:

I. First Categorization--Substantiation of choice of foil in multiple choice part of exercise.

2 = Choice is unsubstantiated. Responses tend to provide: 1) circular evidence, such as: "It was boring"; 2) copying of the text with or without minor inaccuracies; 3) vague reasons such as: "The way it sounds," "The way the author wrote it," "The words used," "The way it is made," "Because he show the movements," "He was worried about the cat," "Because he was talking about the cat's movements," "It sounds like the cat's movements," "It sounds like what happened in the poem," and so on; or 4) only a subjective reaction as substantiation.

3 = Choice substantiated with minimal evidence. Respondents substantiate their choice(s) with only one reason or piece of evidence related to the text.

A. Reason can be directly related to the text, for example: "Because he told the cat's every movement"; "Because he show the movement"; "Telling how the cat movements was"; "He is telling what the cat's movements are"; "Because he did something"; "That's because the cat is doing"; or "Because he has the words jamcloset, forefoot, hind."

B. Reason can be inferred from the text, for example: "Because the cat jumped around."

C. Reason can be inaccurate, if it is related to the text, for example: "Worried, because the cat might fall" or "Because the cat was lost."

D. Reason can be based on personal experience that is related to the text, such as: "He worried because your mom worries about you when you are not there."

E. Reason can refer to (but not retell) specific places in the text, such as: "Because of what it says in the last paragraph."

4 = Choice substantiated. Respondents substantiate their choice(s) with at least two reasons or pieces of evidence related to the text. However, the evidence may be presented in an ambiguous fashion or be of the types described in 3C-3E, such as: "Because he is telling how he is moving and how fast," "William is telling how he is jumping and running," "First the cat put the right forefoot out and then carefully the hind stepped down," or "The poet is describing the cat's movement in how the cat is doing." Reasons must be distinct--not instances of the same reason. It may take, for example, two bits of information to make a single point, such as: "He describes the cat's movements when he is going in the flowerpot," "Forefoot and then the hind steps down," or "He is describing the cat's movements. What he is doing."

5 = Choice substantiated in a coherent fashion. Respondents substantiate their choice(s) with at least two reasons or pieces of evidence related to the text. In addition, the reasons are presented logically and coherently, and are clearly related to the text, such as: "It tells all about how he got down from the jam closet and landed in the flowerpot."

NOTE: The following types of papers were classified as indicated and received no further scoring:

0 = No response.

7 = Illegible or illiterate.

8 = Totally off task.

9 = "I don't know."

NOTE: There is no score point 1 for this exercise.

II. Second Categorization--The source of the evidence. Code presence or absence for each of the following:

1 = Content. The evidence is based on the content in the text.

2 = Form. The evidence is based on the language, style or construction of the text.

3 = Subjective reactions. Some responses judge the worth of all or part of the text, for example: "I dislike poetry" or "It was interesting." Personal opinions about the actions of the characters are stated or references to the moral of the story or general philosophical statements: "Keep trying."

NOTE: Content and form can be present only if primary categorization is a "3" through "5"; subjective reactions can be present in papers categorized "2" through "5."

III. Third Categorization--A count of the number of reasons or pieces of evidence. Categorization for the count of details is as follows: (1), (2), (3), (4), (5), (6), (7 or more). NOTE: This count only applies to papers with primary categorization of "3" through "5"; subjective reactions should not be counted as reasons or evidence.

Age 9

Score Point 2

▬ He is describing the cat's movements.

Becaus the person tode me to
do so.

• • • • • • •

▬ He is describing the cat's movements.

I chose this ansur Because
I taught that he was really
telling me abut his movements.

• • • • • • •

▬ He is describing the cat's movements.

I chose the ansch
because I think thats
the one.

• • • • • • •

▬ He is being mad at the cat.

Because I felt It Was
the right ansear

Age 9

Score Point 3

● He is describing the cat's movements.

cause he said. that the cat put his
front legs over the fnce first and
then his hind legs.

• • • • • • •

● He is being sad about the cat.

He is being sadabout the cat.
Becaus He likes him

• • • • • • •

● He is describing the cat's movements.

because he is saying
everything the cat is
doing

• • • • • • •

● He is describing the cat's movements.

Because the poem tells
every movement of the cat.

Age 9

Score Point 4

- **He is describing the cat's movements.**

Beacuse it say he climed steped and stuff like that.

• • • • • • •

- **He is describing the cat's movements.**

Because they told about the cat moving one foot first and then the other and where it was going.

• • • • • • •

- **He is describing the cat's movements.**

The cat climbed over the can, and all the rest is about moving.

• • • • • • •

- **He is describing the cat's movements.**

Because the cat got jammed in a closet then in a emty flower pot.

Age 9

Score Point 5

● **He is describing the cat's movements.**

It tells when his feet came down from the climb. And how he landed into the flowerpot.

* * * * * * *

● **He is describing the cat's movements.**

Because on the poem it told you where the cat was going like he was rekal the step he was on top of the jam closet and in the pit of the empty flowerpot

* * * * * * *

● **He is describing the cat's movements.**

He was telling about the cat climbing, stepping down, and using his feets and thats all of the cat's movements.

* * * * * * *

● **He is describing the cat's movements.**

My reason is that when the author writes the poem he only writes the way the cat moves, where he moves, and how he moves.

Age 9

Content

He is describing the cat's movements.

He tells how the cat got into the pit of the empty flowerpot and he was describing what the cats legs were doing.

* * * * * * *

He is describing the cat's movements.

Because they told about about what he was doing. And weare he was going.

* * * * * * *

He is describing the cat's movements.

The Poet said that the cat stepped and climbed.

* * * * * * *

He is describing the cat's movements.

Because he used his right foot then his left foot, he steped down. Those ar movements that the cat made when he stepped into the empty flowerpot.

Age 9

Form

● He is describing the cat's movements.

He used different kinds of words and you can see the cats movements in your mind.

•••••••

● He is describing the cat's movements.

Because most of the words in the poem are words that describe movment.

•••••••

● He is describing the cat's movements.

He is saying things like the cat climbed over the top of the jam closet. He is mostly saying words with movements in them that is why I chose the last answer,

•••••••

● He is describing the cat's movements.

it has movement words

Age 9

Subjective Reactions

● **He is describing the cat's movements.**

I Think the poem was a very good one so I just pick it becowse I wanted to.

•••••••

● **He is describing the cat's movements.**

He is describing the cats movements it was good

•••••••

● **He is describing the cat's movements.**

The author phrased and wrote it well and to me good writing really stands out. And that is my reason for choosing my answer.

4-202024-22B-2,3

Here is a poem about which you are going to be asked two questions. I will read the poem aloud as you read it to yourself. When we have read the poem carefully, I will read you the first question and you are to fill in the oval beside the answer you think best. Then I will read the second question to you and you are to write your answer in the answer space.

The Closing of the Rodeo

The lariat snaps; the cowboy rolls
His pack, and mounts and rides away.
Back to the land the cowboy goes.

Plumes of smoke from the factory sway
In the setting sun. The curtain falls,
A train in the darkness pulls away.

Goodbye, says the rain on the iron roofs.
Goodbye, say the barber poles.
Dark drum the vanishing horses' hooves.

William Jay Smith

A. Which of the following do you think describes the mood of this poem?

○ Angry

○ Cheerful

○ Humorous

● Sad

○ I don't know.

PLEASE CONTINUE ON THE NEXT PAGE

4-202024-22B-2,3

(Continued)

B. What are your reasons for choosing your answer to question A?

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO.

NAEP No.: 4-202024-22B-23 *

Exercise Type:
Part A - Multiple Choice
Part B - Open Ended

1979-80 Objective: Responds to written works in interpretive and evaluative ways

1979-80 Subobjective:
Part A - Evaluates written works
Part B - Extends understanding of written works through interpretation

1970-71 Objective: Becomes Engaged in, Finds Meanings in, and Evaluates a Work of Literature

1970-71 Theme: Responding to Literature

NAEP Scoring:
Part A - Machine Scored
Part B - Hand Scored

Ages			13	17
National Results:	04*	A	82.40	88.35
	00	B	2.51	2.73
	01	B	28.46	16.56
	03	B	32.05	37.90
	05*	B	32.18	41.24
	07	B	.29	.19
	08	B	.17	.11
	09	B	4.34	1.29
	01	BC	63.70	77.34
	01	BF	.84	4.04
	01	BSR	4.79	9.11
	00	BN	2.51	2.73
	01	BN	32.08	37.90
	02	BN	20.76	23.55
	03	BN	8.07	11.55
	04	BN	2.34	4.39
	05	BN	.92	1.32
	06	BN	.09	.28
	07	BN		.15
	08	BN	33.23	18.14
1979-80 Package Exercise:			0711	0709
1970-71 Package Exercise:			0617	0419
Total Time in Seconds:			0236	0357

Source Information: "The Closing of the Rodeo". Reprinted from NEW AND SELECTED POEMS by William Jay Smith. Copyright © 1947, 1970 by William Jay Smith and used by permission of the publisher, Delacorte Press/Seymour Lawrence.

* The range of response percentage values listed for the open-ended portion of this exercise represent both acceptable responses, which are marked with an asterisk (*), and unacceptable responses (all others). In addition, the score points marked with the second alphabetic codes (C,F,SR or N) refer back to the second and third categorizations on the scoring guide. C=content, F=form, SR=subjective reaction, and N=number of pieces of evidence. For convenience, score points 1 and 2 have been combined into 1, and score points 4 and 5 have been combined into 5*. For exercises without a score point 1 on the scoring guide, the percentage value for score point 1 on the documentation page consists of responses from score point 2 only.

SCORING GUIDE--RESPONDING TO LITERATURE
EXPLAINING RESPONSES TO LITERATURE

Inferencing--Mood
"Rodeo"
4-202024-22B-2,3
Age 13, Package 7, Exercise 11
Age 17, Package 7, Exercise 9

General Scoring Rationale: Since the responding to literature objective was formulated to address "deliberate, conscious kinds of interpretation," a successful response not only should identify the mood but also should explain the given interpretation by relating it to the text. Evidence can be given by citing specific events in the text or special aspects of the construction of the text.

Scoring Guide Categories:

I. First Categorization--Substantiation of mood.

2 = Mood is unsubstantiated. Respondents do not substantiate their choice(s) with evidence from the text. Responses tend to provide: 1) circular evidence such as: "It was sad because it was sad"; 2) a copy or close paraphrase of the text; 3) vague reasons like "The way it sounds," "The way the author wrote it," "The words used," "The way it is made," and so on; or 4) only a subjective reaction as substantiation.

3 = Mood substantiated with minimal evidence. Respondents substantiate their choice(s) of mood with only one reason or piece of evidence related to the text.

A. Reason can be directly related to the text, such as: "It was sad, because he was all alone."

B. Reason can be inferred from the text, such as: "Sad, because the cowboy lost the rodeo."

C. Reason can be inaccurate, if it is related to the text, such as: "Humorous, because the cowboy rolls" or "Sad, because of pollution."

D. Reason can be based on personal experience that is related to the text.

E. Reason can refer to (but not retell) specific places in the text, such as: "Because of what it says in the last paragraph." NOTE: "The way he read it" is not a reason, since it is not related to the text.

4 = Mood substantiated. Respondents substantiate their choice(s) of mood with at least two reasons or pieces of evidence related to the text. However, the evidence may be presented in an ambiguous fashion or be of the types described in 3C-3E. Reasons must be distinct--not instances of the same reason. It may take, for example, two bits of information to make a single point such as: "(Sad) because he liked to be in the rodeo, but it was over."

5 = Mood substantiated in a coherent fashion. Respondents substantiate their choice(s) of mood with at least two reasons or pieces of evidence clearly related to the text--directly related, or can be readily inferred. The reasons are presented logically and coherently.

NOTE: The following types of papers were classified as indicated and received no further scoring:

0 = No response.

7 = Illegible or illiterate.

8 = Totally off task.

9 = "I don't know."

NOTE: There is no score point 1 for this exercise.

II. Second Categorization--The source of the evidence. Code presence or absence for each of the following:

1 = Content. The evidence is based on the content in the text, for example: "Everything got dark."

2 = Form. The evidence is based on the language, style or construction of the text, for example: "It has slow, low talk."

3 = Subjective reactions. These are responses that judge the worth of all or part of the text, for example: "I dislike poetry," "It was interesting," or "It was monotonous." Personal opinions about the actions of the characters are stated or references to the moral of the story or general philosophical statements, such as: "Keep trying."

NOTE: Content or form can be present only if the primary categorization is a "3" through "5"; subjective reactions can be present in papers categorized "2" through "5."

III. Third Categorization--A count of the number of reasons or pieces of evidence. Categorization for the count of details is as follows: (1), (2), (3), (4), (5), (6), (7 or more). NOTE: This count only applies to papers with primary categorization of "3" through "5"; subjective reactions should not be counted as reasons or evidence.

Age 13

Score Point 2

Because it sounds like a
sad poem to me. And I
hope that would never
happen.

* * * * * * *

Because I think that
answer is right.

* * * * * * *

I chose my answer because
the way he read it and
the words in the poem
make it sad. It also
seems lonely.

* * * * * * *

Because I would have been sad
if that would have happend to
me

Age 13

Score Point 3

Because it talks about the factory smoke and going back to the city and pollutition. I think it is a sad poem!

****

It sounds sad the way the author uses the words in the poem. It sounds like the last of a vanishing breed has rode off, never to be seen again.

****

It sounded like it would be fun riding on a horse in a rodeo

Age 13

Score Point 3 *(Cont.)*

I think he was angry because he said something about smoke, horses hooves, and rain. That made me think of someone angry.

Age 13

Score Point 4

I think that it is sad because
the darkness and the rain just
make it sad. Also goodby is
said to the horses because
the train is starting to take
over in the transportation
modes.

•••••••

The answer was Humorous
because of the fact that
that was humorous
the way that the rain
on the iron roofs say
good-bye and also the
barber poles say bye.

I choose sad because the poem talks about the cowboy saying goodbye, the rain on the iron roofs saying goodbye, and the barber-poles saying goodbye. Every thing is saying goodbye in this poem and goodbyes are always sad.

……

The way the writer puts it. That he has to go back home, the factory smoke, the setting sun, the darkness, the train gives the reader a sad feeling.

Age 13

Score Point 5

I think that it is meant to be sad because the cowboy has to leave his "home," because modern man has taken away the cowboy's civilization of beautiful trees and landscapes to make cities, factorys, automobiles, and he has polluted and changed all.

·······

Because the Rodeo is closing and they tell you how sad every body seems when they have to go back to "the land". And they also tell how sad it is to see the "curtain close" and to see him ride away and also to see the train Roll away in the darkness

Age 13

Score Point 5 *(Cont.)*

This poem talks about all of the smoke and the big cities. The cowboy used to roam the land and smell the fresh air-but now he is leaving. Because of these things (pollution, etc.) the rodeo has closed.

****

Because they tell you that the Rodeo is all over and that the people are all going away and there will be no more Rodeo for the people to go and watch And now the place is dead (where the Rodeo was) and there is no more excitment because the cowboy went home and you don't hear the horses anymore. There is also no more exciting features anymore.

Age 13

Content

I picked that answer because when someone leaves it is usually a sad event. Here the poem says "Goodbye says the rain on the iron roofs." This "rain" is depicting sadness and the setting of the sun into darkness as the cowboy rides away.

****

Because the lariet snapped + he has lost. The Goodbyes are always sad. The sun is setting which means that all the fun is about to end. "Plumes of smoke ... sway" is sad because sway is a slow word + slow means stopping + stopping means the end.

Age 13

Content *(Cont.)*

My reason is because when it ended and the cowboy had to go everything seemed to turn quiet according to the poem and everything seems gloomy.

....

I choose sad, because, the cowboy is going away. The city took the land that used to be country, so now he (cowboy) has to leave.

Age 13

Form

One reason is because there was nothing in the poem that seemed happy, and another reason was the commas after the word goodbye, that made it seem sad so I put sad.

* * * * * * *

The reason why I choos cheerful because it rymes, and it isn't funny, or sad, and it doesn't like read like anybody's angry.

* * * * * * *

My Reasons are the way hardly nothing rymes. A poem is supposE to ryme

* * * * * * *

He was making it seem that things could talk

Age 13

Subjective Reactions

The way this poem sounds, and the words the writer uses, puts me in a sad mood, it's like someone didn't want the rodeo to end, and it made them sad that it did.

•••••••

Because the poem sounds like it is the closing of a rodeo and everyone is leaving. Also it makes me feel gloomy inside when I read it.

•••••••

there is no reason i said i don't know cause in the first place i don't like it and it didn't make no sense.

Age 13

Subjective Reactions *(Cont.)*

Because the cowboy was a rodeo rider and when the rodeo closes he tries to go back to the frontier. The frontier is now modern and all his memories have vanished and he must realize it is Time to say good bye to the life he once knew. This would make anyone sad.

Age 17

Score Point 2

The poem doesn't show me any mood tho I can see.

....

It is always sad to say goodbye, to anything. And it is sad to have to leave someplace. And that's what the poem is talking about

....

I really don't know because I feel that I don't understand Poems. The way they write and how they put things confuses me.

....

I feel that the words nostalgic or regretful would fit the poem more appropriately. However sad seems to be the closest of the choices given, to my own preference.

Age 17

Score Point 3

I say cheerful because I think he is happy to be going back to his land

• • • • • • •

Because The poem sounds like The cowboy is happy he's going back home.

• • • • • • •

The poem tells of how factories are all over the country side and there isn't much room for the cowboy any more. Also, it will never be the same again with the wide open land now that factories have developed.

Age 17

Score Point 3 *(Cont.)*

It is a poem describing an ending, Whether it be an ending of an era, or just a town; or rather now, a ghost-town. Endings, like this one, are usually sad.

Age 17

Score Point 4

The poem has a sad mood because it is describing the start of industrialization in the west and the end of the frontier west with its cowsboys, small towns and gun fights at high noon

* * * * * * *

It seems as if someone is writing a long good-bye to the rodeo. "Back to the land...," expresses this feeling. It sounds like the person leaving to rodeo is sorry to leave it, like he will miss it. He says bye to all the familiar sights and sounds a pulls away like a train in the darkness. Lonely, sad, and gone.

Because the rodeo has ended and so have the old times. Now there is a new way of life and the cowboy is saying good-bye to the life he once knew.

* * * * * * *

Because the cowboy fell off his horse and left the place and rides away feeling sad. The rodeo is over, he lost because he fell off and rides away feeling sad because of the incident that happened. He doesn't want to stay around anymore.

Age 17

Score Point 5

I feel that the tone is sad because the cowboy has to go back to his place out of the lime-light. At the Rodeo it must be exciting, but afterwards he only has an obscure "land" to go to. The phrase "The curtain falls..." also adds to the feeling of the ending of a special performance.

The rain and the barber poles say goodbye, which also adds to the sadness, as does the title, "The Closing of the Rodeo."

* * * * * * *

It deals with groups such as cowboys and groups of that time being taken over by the modernization. William Jay Smith is more or less saying good bye to the thinks of the past and saying hello to industrialization.

Age 17

Score Point 5 *(Cont.)*

The description of the city's smoke, setting sun, the curtain falling, and the train pulling away in the darkness seem to make one feel a sadness. The words such as snaps, rolls, rides away, darkness, falls, vanishing; all suggest a mournful feeling as if someone were leaving something or someone beloved behind them. "Goodbye" seems to say so long forever, not just for a short time.

* * * * * * * *

Because the cowboy is leaving and they said the curtain falls & the train pulls Away. That means they're leaving and everything seems to be saying goodbye + they're upset because the rodeo is closing down.

Age 17

Content

I chose my answer because I knew it wasn't happy or humorous and even though he's going back to the land I think he's more sad than cheerful because it's sort of lonely out there and even though the town is cheap and sort of dirty (factory smoke) still it sort of represents excitement and fun for him. He'll have to go back to work now and carry on the same old routine.

* * * * * * *

The poem tells of the ending of what is a happy occasion to those who rodeo. When the cowboys pack up to travel back to the land, they often leave their friends behind.

The last stanza really "draws out" the sadness of the occassion For it says "goodbye to everything as the cowboy leaves for the land, as mentioned in stanza number 1.

Age 17

Content (Cont.)

The author is decribing a world being taken over by mechanical things. He describes trains replacing horses, and the factory smoke filling the once clean air. He is sad, he describes the cowboy as riding off into the sunset. Like at the end of westerns. This poems describes the vanishing of the western age, and into the mechanical age. The author remembers fond memories of the way it used to be. For this, he is disheartened and sad.

I chose that this poem exhibited a sad mood because of several reasons. The cowboy is leaving. A scene of a factory is viewed. This factory is like the rest of civilization responcible for the cowboy's leaving. He can not exist apart from the open terrain. Thus the cowboy leaves this place. As the cowboy leaves many things say goodbye to him such as the rain and barber poles. It is a final goodbye to the cowboy, he will not return.

Age 17

Form

Because it leads you to beleive that it is the end of the rodeo and the cowboy is leaving to go back home. Everyone is leaving and the rodeo is over. It uses descriptive words such as setting sun, darkness, vanishing horse's hooves which gives the mood of sadness.

....

The diction used in the poem is reason I thought the mood was angry. The words describing the closing are harsh. The words are mechanical with a strong feeling of force and anger.

Age 17

Form *(Cont.)*

Because the images presented to the reader are those that invoke a sad feeling. For example - "the rain on the iron roofs". The work "dark" describing the drumming of the vanishing horse's hooves automatically gives one a feeling of grief or sadness

The whole poem deals with the end of an enjoyable act and it shows the sadness the cowboy feels as he is leaving the place he has grown to love.

The poem also makes use of personification in the expression of the sad feelings of the inhuman rain & timber poles.

****

I think it's sad because the words; Smoke, darkness, and rain makes it sound gloomy.

Age 17

Subjective Reactions

It sounds like a goodbye and I hate goodbyes.

****

Everything is pessimistic. There ~~is~~ are no cheerful parts in the poem. Everybody is leaving and that's usually sad.

****

It was so stupid it was Funny.

****

I didn't understand the poem.